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ABSTRACT

The selected bibliography on teacher aides and nonprofessional personnel who work with handicapped children contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents ranges from 1965 to 1971. (DB)

ED 072694

TEACHER AIDES AND NONPROFESSIONAL PERSONNEL

A Selective Bibliography

August, 1972

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EC 051 133

Exceptional Child Bibliography Series No. 647

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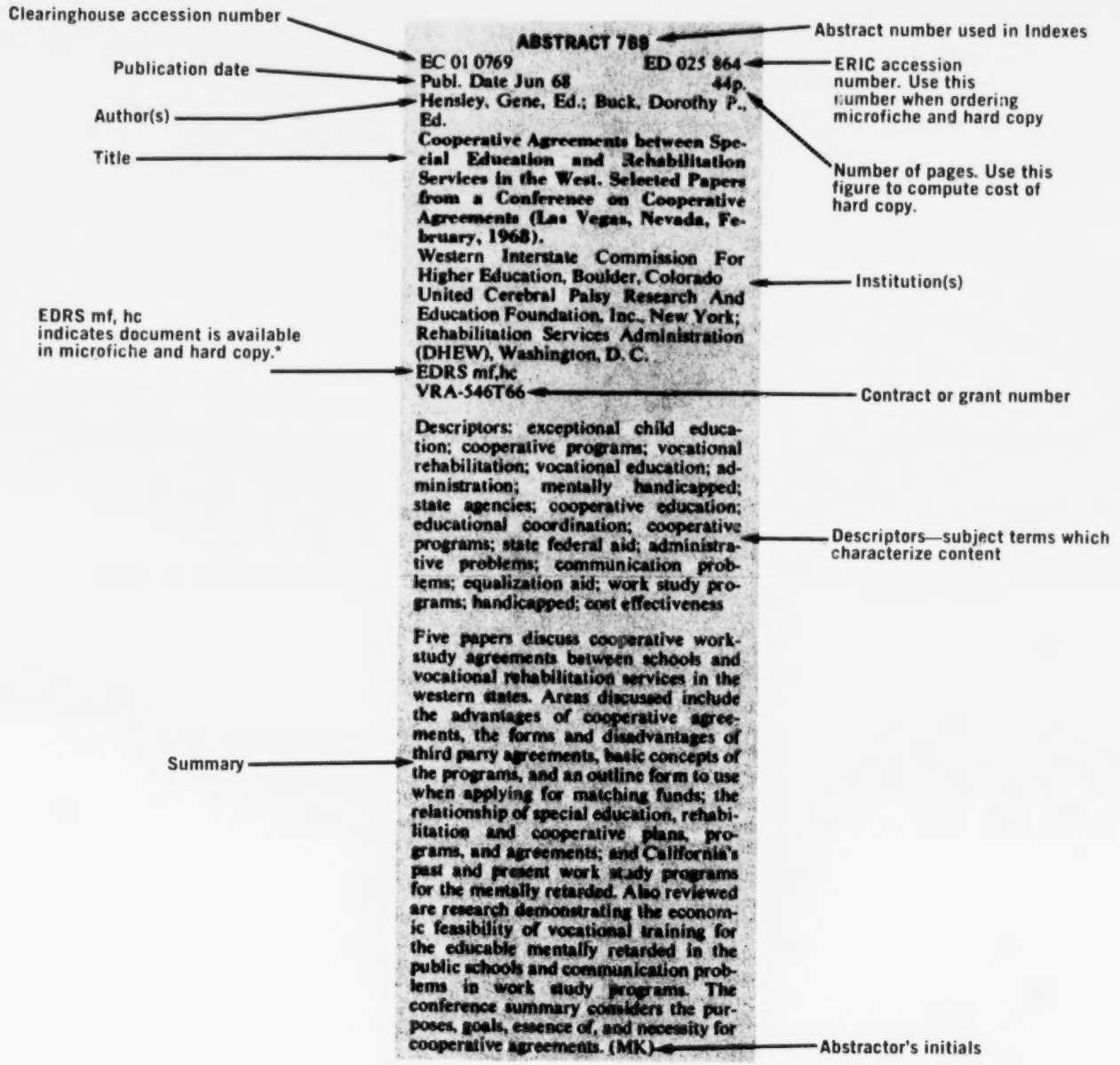
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ABSTRACT 789
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Teacher Aides and Nonprofessional Personnel* from the Center's computer file of abstracts are listed alphabetically below:

Attendants
Domestics
Food Service Workers
Nonprofessional Personnel
Nurses Aides
Paraprofessional School Personnel
Service Workers
School Aides
Student Volunteers
Teacher Aides
Volunteers

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

ASHA
American Journal of Mental Deficiency
Behavior Therapy
Bureau Memorandum
CTA Journal
Clearinghouse
Compact
Devereux Schools Forum
Education in Canada
Educational Forum
Exceptional Children
Exceptional Parent
Hearing and Speech News
ICRH Newsletter
ISHA
Journal of Consulting and Clinical Psychology
Journal of Educational Research
Journal of Rehabilitation
Journal of School Psychology
Mental Retardation
New Outlook for the Blind
Psychology in the Schools
Special Education in Canada
Training School Bulletin
Volta Review

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-III.

ABSTRACTS

ABSTRACT 10078

EC 01 0078 ED 012 985
Publ. Date May 66 103p.
Role of the Cottage Personnel in-Residential Care Facilities.
National Assn. for Retarded Children, New York, New York.
American Assn. of Mental Deficiency, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; personnel; mentally handicapped; attendants; inservice programs; attendant training; residential care; residential centers; trainable mentally handicapped; educable mentally handicapped; child care; federal aid; custodial mentally handicapped; medical services; supervisory education; supervisors; grants; program descriptions; teaching methods; inservice education; attitudes; Colorado; E R Johnstone Center; National Institute of Mental Health; Columbus State School; Southern Regional Education Board

Focusing on the cottage attendant as an educator and rehabilitator in residential centers, these papers presented at the 89th meeting of the American Association of Mental Deficiency in June 1965 discuss training programs for attendants and supervisors of attendants. Objectives and techniques from the Columbus State School (Ohio) and the Pinehurst State School (Louisiana) are cited and interrelationships between ward personnel and professional staff are examined. A survey made at the Rainier School (Washington) and the Fircrest School (Washington) reports counselor attitudes toward duties and relationships to parents. Available resources for the study and establishment of inservice training programs through National Institute of Mental Health programs, procedures used for review of grant applications, and suggestions for those applying for grants are outlined. The attendant counselor program at the Colorado State Home and Training School (Wheat Ridge) is discussed in terms of growth, content of program, and an evaluation. A 27-page outline of topics and teaching methods is presented. Evaluation of the program was conducted by means of a questionnaire. Ratings of topics in the training program are presented along with planned changes. Reference lists or bibliographies accompany several of the articles. (CF)

ABSTRACT 10138

EC 01 0138 ED N.A.
Publ. Date Jul 67
Irwin, John V.
Supportive Personnel in Speech Pathology and Audiology.
Kansas University, Lawrence
Hearing and Speech News, Volume 35, 1967.
EDRS not available

Descriptors: exceptional child education; speech handicapped; personnel; recruitment; needs; nonprofessional personnel; professional personnel; speech pathology; audiology

The personnel shortage in speech pathology and audiology is discussed in the areas of direct service, education and training, and research. Possible solutions are explored--recruitment and training of additional professional personnel, an analysis of manpower utilization in speech and hearing, and other alternatives of funding, programing, case selections and evaluation, training, and use of supportive personnel. The use of supportive personnel in health related fields and in speech pathology and audiology is explored. Various problems in the use of supportive personnel are discussed definitions, status and recognition, role, education, recruitment, and relation with professional personnel. A reference list cites nine items. This article was published in Hearing and Speech News, Volume 35, Number 4, pages 32-40, July 1967. (JB)

ABSTRACT 10194

EC 01 0194 ED 018 910
Publ. Date 67
Leibrock, John Beecher
Manual of Skilled Houseparentry.
EDRS not available

Descriptors: exceptional child services; delinquency; emotionally disturbed; personnel; institutionalized (persons); institutional environment; institutional personnel; nonprofessional personnel; adolescents; socially maladjusted; socially deviant behavior; rehabilitation programs; residential programs; qualifications; scheduling; youth agencies; management; staff role; males

Written by a former houseparent who has the responsibility for indoctrinating new houseparent personnel, the book examines what is required of mature, effective houseparents in a residential setting which serves disturbed adolescents. Topics on treatment include the treatment team, houseparents and emotions, a houseparent speaks out, so you want to be a houseparent, the runaway boy, togetherness, adolescence, relationship, delinquency, and staff responsibility in a child care agency. Information contained in a houseparent manual of daily procedures treats the following--general cottage management, arising, chores, meals, shifting boys between areas, procedure of daily contact, the weekly cottage team meeting, staff committee procedures, intake, unauthorized items, transfer of cottage responsibility, end of day procedures, and the status of houseparents. This document was published by the Whitmore Publishing Company, Philadelphia, Pennsylvania, and is available for $3.00. (DF)

ABSTRACT 10214

EC 01 0214 ED N.A.
Publ. Date Apr 66
Bensberg, Gerard J.
Job Families in Mental Retardation.
Southern Regional Education Board, Atlanta, Ga.
National Institute of Mental Health, Bethesda, Md.
EDRS not available

Descriptors: exceptional child education; personnel; mentally handicapped; manpower needs; manpower development; personnel needs; teacher education; educable mentally handicapped; trainable mentally handicapped; behavior change; administrative personnel; administrator background; credentials; clinics; visiting homemakers; educational programs; community programs; community service programs; community services; standards; qualifications; nonprofessional personnel

The dilemma of an increasing need for educational and training programs for the mentally retarded and an increasing shortage of well qualified teachers leads to consideration of more efficient teaching methods or a greater manpower pool. Three jobs are explained in which personnel work under the supervision of a fully qualified person--teaching assistants in educable mentally retarded classes (not aides), trainable class teachers, and behavior shaping technicians. Additional needs could be met by training personnel for the development and coordination of community programs. Jobs that might be filled by persons with 2 years of college and practicum training are those of executive directors of associations for retarded children, mental retardation referral clinic workers, and homemaker service directors. This article was published in The Community College in Mental Health Training, Chapter 9, Report of a Conference to Explore the Role of the Community College in Training Mental Health Workers, pages 59-62, April 1966. (DF)

ABSTRACT 10215

EC 01 0215 ED N.A
Publ. Date Apr 66
Chandler, Charles S.
Needs of Vocational Rehabilitation Clients Which Could Be Met by Middle-Level Mental Workers.
Southern Regional Education Board, Atlanta, Ga.
National Institute of Mental Health, Bethesda, Md.
EDRS not available

Descriptors: exceptional child services; vocational rehabilitation; personnel; counseling; mental health programs; vocational counseling; mental illness; manpower needs; institutional personnel; personnel needs; rehabilitation programs; counselors; counselor training; manpower development; counselor qualifications; counseling programs; guidance programs; institutionalized (persons); staff role; individual needs; nonprofessional personnel; emotional adjustment; psychiatric hospitals; community resources

The needs of vocational rehabilitation clients are discussed. Eight of those needs which could be met by middle-level mental health workers are explained--program orientation and clarification, psychological isolation reduced, treatment center resources mobilized, occupational exploration and training, social skills developed, self confidence and motivation, family and community support, and community resources mobilized. This article was published in The Community College in Mental Health Training, Chapter 14, Report of a Conference to Explore the Role of the Community College in Training Mental Health Workers, pages 75-79, April 1966. (JD)

ABSTRACT 10482

EC 01 0482 ED 014 177
Publ. Date Sep 66 50p.
Carollo, Elizabeth and Others
An Emerging Program for Emotionally Disturbed and Neurologically Impaired Pupils in the Warwick Public Schools, Grades 1-6.
Warwick School District, Rhode Island
EDRS mf,hc

Descriptors: exceptional child education; administration; learning disabilities; emotionally disturbed; neurologically handicapped; curriculum; behavior change; children; class management; elementary grades; interprofessional relationship; parent school relationship; records (forms); teacher aides; teacher role; teaching guides; testing; physical facilities; program descriptions

Intended for teachers this manual resulted from a special workshop held in 1966 to plan a better program for emotionally disturbed and neurologically impaired elementary school age students. Admission policy, administration of both types of classes, and the duties of the teacher and teacher's aide are described. Relationships with parents, the principal, supportive personnel, student teachers, and non-teaching personnel are discussed. The philosophy and techniques of management of behavior are presented. The academic program for the neurologically impaired which includes training for general academic improvement, improvement of perception, reading, handwriting, language and spelling, and mathematics is presented. Sources of materials are listed. Problems in testing intelligence and achievement and in preparing student reports and records are noted and some suggestions are given. Physical facilities for the class are described. Appendixes give examples of a report card and a check list of academic skills and behavior traits of brain-injured children. The bibliography lists 33 items. (JA)

ABSTRACT 10576

EC 01 0576 ED 022 272
Publ. Date 66 190p.
Bensberg, Gerard J.; Barnett, Charles D.
Attendant Training in Southern Residential Facilities for the Mentally Retarded. Report of the SREB Attendant Training Project.
Southern Regional Education Board, Atlanta, Georgia
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
MH-644
Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313.

Descriptors: exceptional child research; mentally handicapped; program planning; curriculum; personnel; attendants; attendant training; inservice programs; curriculum development; program evaluation; institutional personnel; program administration

A 5-year attendant training project for institutional attendants of the mentally retarded was begun in 21 institutions and expanded to 37 participating institutions in 15 southeastern states. A description of the actual events of the 5 years of the project is provided and is meant to serve as a guideline for those setting up or conducting similar programs. Participating institutions, their residents, employees, training programs, and the role of the attendant are discussed. The curriculum developed cooperatively during the project, frequently encountered problems in implementing training programs, methods which might be used in teaching adults, and the importance of evaluation as a part of any training program are also treated. An evaluation of the project and a summary with seven recommendations are included. Twenty-six references are distributed at the ends of the chapters. Appendixes present annotated lists of 105 books and pamphlets and 58 audiovisual aids, the information and opinion questionnaires used in the project, data on participating institutions, committee members, seminars and workshops sponsored by the project, the inservice exchange program, excerpts from project newsletters and seminars, and publications of the project. (DF)

ABSTRACT 10742

EC 01 0742 ED N.A.
Publ. Date 05 Feb 68 202p.
Donahue, George T.; Nichtern, Sol
Teaching the Troubled Child.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($2.45).

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; community programs; adjustment (to environment); minimally brain injured; individualized instruction; ancillary services; volunteers; nonprofessional personnel; teacher aides; psychotic children; cooperative programs; school community programs; program evaluation; case studies (education); Elmont Project

The Elmont Project was a community initiated, low cost program supported by the regular school system which began with the teaching of six disturbed children, aged 6 to 8. The principle was that the disturbed child is not to be isolated from his family, peers, and community, but rather helped by a team of educators, psychologists, psychiatrists, and a teacher-mom. The school system supplied a teacher to be in charge, transportation, supportive music, psychological and psychiatric services, and educational materials; snacks and insurance were supplied by the Kiwanis Club; classroom space was provided by the Elmont Jewish Center; and 12 volunteer teacher-moms worked with the teacher in charge with two moms alternating teaching one child on a one-to-one basis two mornings a week. For evaluation of how this project achieved its goals, six case histories describe children who were psychotic, neurotic, pseudo-retarded, sociopathic, brain damaged, and unteachable. In 5 years, 31 children were included in the project with 21 successfully returned to regular classrooms, one was hospitalized, and one entered part-time regular classes; the program was expanded to 38 teacher-moms who teach 11 children. (SN)

ABSTRACT 10747

EC 01 0747 ED N.A.
Publ. Date May 68 38p.
Hornburger, Jane M.
So You Have an Aide; A Guide for Teachers in the Use of Classroom Aides.
Wilmington Public Schools, Delaware
EDRS not available

Descriptors: exceptional child education; personnel; teacher aides; educational improvement; educational needs; noninstructional responsibility; teacher role; teacher responsibility; teaching assistants; nonprofessional personnel; personnel evaluation; staff role; elementary school teachers; staff orientation; teacher attitudes

Developed to assist teachers in the use of aides, the guide interprets research in relation to teacher needs, duties of aides,

the expanding role of paraprofessionals, and the changing attitudes of professional educators toward these paraprofessionals. Aspects discussed include methods of developing positive relationships between teachers and aides, orientation, training and professional growth, and procedures and policies of the Wilmington (Delaware) School System concerning professional responsibilities and the ethics of teaching. A question and answer section considers fundamental principles, knowledge, and techniques that can be adapted to many varied teaching situations. Illustrated practical suggestions are offered for working with aides. Appendixes outline city policies regarding the use of aides, suggest schedules for kindergarten and primary aides, consider utilization of aides, and provide self evaluation and teacher evaluation forms for aides. A reference list cites 39 items. (Author/SN)

ABSTRACT 10971

EC 01 0971 ED N.A.
Publ. Date Dec 67 4p.
DeLara, Lane E.
Teacher Aides in the Junior High Schools.
Fairleigh Dickinson University, Teaneck, New Jersey
EDRS not available
Clearinghouse; V42 N4 P234-7 Dec 1967

Descriptors: exceptional child education; personnel; program planning; administration; disadvantaged youth; teacher aides; junior high schools; volunteers; program descriptions; instructional programs; program evaluation; reading instruction; homemaking education; individualized instruction

A program was established on a pilot basis in a junior high school and has developed over a 3-year period. Six aides were assigned in September 1964. A coordinator gathered information, recruited volunteers, gave out assignments, and generally supervised the program. Orientation was given to the aides, and the program was explained at faculty meetings. Several growing pains received attention over a period of time: clerical tasks were reassigned; aides worked more directly with individual instruction particularly in reading; students immigrating from Hong Kong required instruction in English as a foreign language; and the program was integrated with the compensatory and reading resources programs. Twelve aides currently work in the program: three aides assist the homemaking teachers in their classes, and the others work with individual students in reading and English as a foreign language. Each semester, 20 to 30 students receive an extra hour of individual attention weekly, which the school could not provide without such a service. The dedication of the aides to their responsibilities is seen as a significant factor in the program's success. (DF)

ABSTRACT 11145

EC 01 1145 ED N.A.
Publ. Date Jun 69 4p.
Brierton, Gary and Others
Practical Problems Encountered in an Aide-Administered Token Reward Cottage Program.
Dixon State School, Illinois
EDRS not available
Mental Retardation; V7 N3 P40-3 Jun 1969

Descriptors: exceptional child research; mentally handicapped; operant conditioning; institutionalized (persons); nonprofessional personnel; positive reinforcement; behavior change; staff role; program evaluation

A ward token project is described. Problems encountered in administration are presented along with suggestions to solve or minimize these problems. The results demonstrate how nonprofessional personnel can effectively participate in the therapeutic process of improving the behavior of residents. (Author)

ABSTRACT 11449

EC 01 1449 ED N.A.
Publ. Date May 69 9p.
Bennett, Fay W.
Ward Language Development Program for Institutionalized Retardates.
Augusta College, Georgia, Psychology Department;
Georgia University, Athens, Speech and Hearing Department;
Georgia Department of Education, Atlanta, Speech and Hearing Consultant Service
Ofce of Education (DHEW), Washington, D. C.
EDRS not available
Training School Bulletin; V66 N1 P23-31 May 1969

Descriptors: exceptional child research; mentally handicapped; language development; institutionalized (persons); staff utilization; verbal stimuli; reinforcement; language skills; attendant training; program evaluation

A program was instituted to raise the language skill levels of 100 mentally retarded institutionalized children by rewardng any attempts on the part of ward personnel (attendants) to stimulate these skills. Language development technicians, one for each 25-bed unit, remained on the ward daily to support and positively reinforce any attendant attempts to stimulate the ward environment of the children. Within three months, significant gains were shown in language skills of the retardates. Also, attendants expressed increased awareness of developmental needs of the patients, and increased confidence in working with patients throughout the day in both incidental and planned activities. (Author)

ABSTRACT 11500

EC 01 1500 ED N.A.
Publ. Date Aug 69 3p.
Minge, M. Ronald; Bowman, Thomas F.
Attendants' Views of Causes for Short-Term Employment at an Institution for the Mentally Retarded.
EDRS not available
Mental Retardation; V7 N4 P28-30 Aug 1969

Descriptors: exceptional child research; mentally handicapped; attendants; institutional personnel; salaries; personnel evaluation; personnel policy; job satisfaction; administrator attitudes

An overlooked but potentially valuable method for identifying causes of high attendant turnover rates is to survey the views of remaining attendants. Attendants, charge attendants, and supervisors at Lakeland Village completed a three-page questionnaire. The high return rate (82.8%) indicated considerable employee concern with the problem. A variety of causes were implicated; salient among them were the low wage level and limited creative opportunity. Responses suggested that short-term attendants were not appreciably different from remaining attendants. Respondent's suggestions for changes to reduce the turnover rate and differences among three groups of respondents are discussed. (Author)

ABSTRACT 11535

EC 01 1535 ED 029 437
Publ. Date Mar 69 34p.
Eisenbud, Robert E., Comp.
Career Opportunities in the Field of Mental Retardation.
Department of Health, Education, and Welfare, Washington, D. C., Secretary's Committee on Mental Retardation
EDRS mf,hc
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.25).

Descriptors: exceptional child services; mentally handicapped; career opportunities; nursing; physical therapy; occupational therapy; psychologists; dieticians; speech therapists; rehabilitation counseling; special education teachers; teacher aides; social workers; child care occupations; administrative personnel; physicians; researchers; dentists; dental hygienists; chief administrators

Addressed to high school and college students interested in working with the mentally retarded, the booklet describes opportunities in the field. Careers considered include 16 in health and health related services, four in education, seven in social and rehabilitative services, and six in administration and coordination of services. Research careers are also treated. For all, a description of the career is included, and educational and training requirements and sources of further information are stated; information regarding financial assistance is provided when relevant. (JD)

ABSTRACT 11814

EC 01 1814 ED N.A.
Publ. Date 31 Jul 67 7p.
Mental Retardation Report, Number 67-9; Foster Grandparent Program. A Progress Report.
Secretary's Committee on Mental Retardation (DHEW), Washington, D. C.
EDRS not available
U. S. Department of Health, Education,

and Welfare, Secretary's Committee on Mental Retardation, Washington, D. C. 20201.

Descriptors: exceptional child services; older adults; mentally handicapped; low income; disadvantaged youth; program evaluation; program costs; nonprofessional personnel; Foster Grandparent Program

The Foster Grandparent Program, designed to help both the aged poor and the retarded child, is described. The administration of the program, problems of older persons, and services to children are surveyed. Three particular programs are reviewed, including those in New Haven and Manchester, Connecticut, and Charleston, South Carolina; the evaluation of the program as a whole is summarized. (JD)

ABSTRACT 11885

EC 01 1885 ED N.A.
Publ. Date 67 15p.
We Are Concerned; Three Youth Programs in Mental Retardation as Told by the Young People Who Got Involved.
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Mental Retardation
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($0.20).

Descriptors: exceptional child services; mentally handicapped; student volunteers; recruitment; organizations (groups); youth programs; youth agencies; federal programs; state programs; innovation; South Carolina Youth Task Force; YTF; Student Work Experience And Training; SWEAT; Teens Aid The Retarded

Three programs which utilize the efforts of teenagers, the South Carolina Youth Task Force, (YTF), Student Work Experience and Training (SWEAT), and Teens Aid the Retarded (TARS) are presented through a description of their origin, structure, and services. Additional information about each program is provided in articles written by program participants who relate their experiences and impressions. (RD)

ABSTRACT 11906

EC 01 1906 ED 015 304
Publ. Date 30 Jun 67 63p.
The Feasibility of Training Non-Skilled Personnel to Assist Professional Staff in the Care and Treatment of Mentally Retarded Children; A Child Welfare Demonstration Project. Final Report.
Retarded Infants Services, Inc., New York, New York
Children's Bureau (DHEW), Washington, D. C.
EDRS mf,hc
D231

Descriptors: exceptional child services; mentally handicapped; personnel; nonprofessional personnel; recruitment; program evaluation; personnel evaluation; trainees; field experience programs; training; attendant training; demonstration programs; participant characteristics; low income groups; program development; program descriptions; job placement; employment; job skills

Unskilled personnel were recruited for a pilot training program in mental retardation. Of the 52 trainees, 50 were female and most were minority group members with low level employment. The average education was 11.5 years of school (63% were high school graduates) and residential stability was high. There was little evidence of family instability, and half had histories of regular fulltime employment. In all, 45 individuals (87%) completed the training program in three groups. Conducted by a social worker, the program was designed to provide awareness of developmental psychology and the facts of retardation, direct contact with the realities of retardates and their care, understanding of institutionalization as opposed to community maintenance, understanding of the role and functions of different fields in the handling of the problems of retardation, and practicum work in the specific skills needed. Methodology stressed relating training to the trainees' goal of a job and making the program's content meaningful. A stipend was provided, symbolic status rewards were used, and group interaction was utilized. The placement program resulted in 73% employment with 69% in mental retardation. Rated by their agencies on 15 traits 3 months after placement, trainees were high in motivation and commitment, social behavior and interpersonal skills, and low in level of knowledge, initiative, resourcefulness, and punctuality. (DF)

ABSTRACT 11964

EC 01 1964 ED N.A.
Publ. Date (68) 13p.
A Chance to Help; The Story of SWEAT.

Public Health Service (DHEW), Arlington, Virginia, Division of Mental Retardation
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.25).

Descriptors: exceptional child services; mentally handicapped; recruitment; college students; summer programs; student employment; institutionalized (persons); career opportunities; Student Work Experience and Training; SWEAT

The Student Work Experience and Training Program (SWEAT) is described. Federally funded, the vacation work program provides interested and qualified teenagers and college students with a chance to work with retarded children at 50 participating institutions, in the hope that they will choose careers in retardation. The brochure includes comments by SWEAT participants as well as pictures showing them with retarded children at the Southbury Training School in Southbury, Connecticut. (MS)

ABSTRACT 11972

EC 01 1972 ED 031 004
Publ. Date Feb 69 33p.
Kokaska, Charles J., Ed.
Selected Speeches from a Workshop for Aides to Teachers of the Trainable Mentally Retarded.
Michigan State Department of Education, Lansing, Division of Special Education;
Eastern Michigan University, Ypsilanti, Department Of Special Education and Occupational Therapy
Department of Health, Education, and Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teaching methods; teacher aides; trainable mentally handicapped; nonprofessional personnel; staff role; group instruction; communication skills; parent school relationship; sheltered workshops; employment problems; class management

The responsibilities of teachers' aides in both institutional and community programs for the trainable mentally handicapped are reported. Papers presented treat the following topics: suggestions for teaching the trainable retarded; pupil management; developing communication skills in the trainable; the aide's relationship with parents; and employment of the retarded. (LE)

ABSTRACT 20053

EC 02 0053 ED N.A.
Publ. Date Nov 67 2p.
Pomeroy, Mrs. Morris
Work-Reation.
Recreation Center for Handicapped, San Francisco, California
EDRS not available
AAHPER, Recreation and Fitness for the Mentally Retarded, 1201 16th Street, N. W., Washington D. C. 20036.
Appeared in Challenge, Published By Project on Recreation and Fitness for the Mentally Handicapped, American Association for Health, Physical Education, And Recreation.

Descriptors: exceptional child services; mentally handicapped; recreational activities; work experience programs; attendants; employment opportunities

The work and recreation program described has employed nine mentally retarded adults at a recreation center for the handicapped for the past 3 years. They work as aides or helpers for several hours and then participate in group recreational activities. Jobs include providing custodial care of small children, helping with the recreation program, or working as a transportation, housekeeping, janitorial, ofce or library aide. Three case histories illustrate progress made by participants. (LE)

ABSTRACT 20064

EC 02 0064 ED N.A.
Publ. Date 68 64p.
Sunderlin, Sylvia, Ed.
Aides to Teachers and Children.
Association for Childhood Education

International, Washington, D. C.
EDRS not available
Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($1.50).

Descriptors: exceptional child education; nonprofessional personnel; school aides; teacher aides; training; training objectives; job training; student volunteers; volunteer training; community; resources; parent participation

A collection of 13 articles provides information on the following: the need for aides; finding, screening and using aides; use of parents as aides; sixth-grade aides for the kindergarten; teen-age aides; curriculum resources in the community; developing professional skills in paraprofessionals; the teacher and the paraprofessional; staff parents become better teachers. The text is illustrated with photographs and a 25-item bibliography is included. (LE)

ABSTRACT 20280

EC 02 0280 ED N.A.
Publ. Date Mar 68 3p.
Berryman, Doris L.
Unemployed Young Adults: A Manpower Resource for Therapeutic Recreation.
EDRS not available
Journal of Rehabilitation; V34 N2 P11-3 Mar-Apr 1968

Descriptors: exceptional child services; nonprofessional personnel; unemployed; trainees; recreation; young adults; participant characteristics; on the job training; course content; career opportunities

A 6-month program to train unemployed or underemployed young adults as aides to professional therapeutic recreational personnel consisted of development of skills and on the job training. Three groups of 25 trainees participated. Criteria for trainee selection were an interest in working with disabled people and a high school diploma or certificate or the willingness to work for one. The training program avoided the traditional classroom atmosphere, utilizing question-answer and role playing sessions, lectures, seminars, and demonstrations. Class content was basically the same for all three groups and the sessions covered record-keeping, leadership, and the development of language and recreation skills. Of the trainees, 85% completed the course and 58% were subsequently employed. Nine percent entered college or vocational training. One problem of the program was failure to provide a thorough initial physical examination for trainees including indicated medical psychological care. Because of difculty in establishing jobs with real career opportunities, the training program was discontinued until a job analysis could be implemented. (JM)

ABSTRACT 20349

EC 02 0349 ED N.A.
Publ. Date Nov 69 12p.
Cleland, Charles C.
Commuting Practices and Labor Transfer Potential.
EDRS not available
Training School Bulletin; V66 N3 P115-26 Nov 1969

Descriptors: exceptional child research; attendants; occupational surveys; age differences; sex differences; residential patterns; labor turnover; personnel needs; institutional personnel; program planning

This survey, based on 682 attendants' responses to a 23-item questionnaire, reflected an effort to define constraints that discourage effective utilization of existent manpower. Commuting practices, transportation modes, labor market boundaries, referral sources, and demographic characteristics of attendants from two institutions located within the same city were studied to determine how these parameters might relate to partial resolution of the manpower shortage. Results revealed the following factors: over 67% were 37 to 46 years old; in 5 years, age will deplete the existing work force 20%; over two thirds of the attendants were female; the index of discrepancy between actual and preferred residence indicated that as a group, willingness to relocate would be low; over 44% of the long-tenure, as opposed to 21.37% of new employees, preferred rural living. Additional results and population growth reports of the two institutions are reported. (Author/RJ)

ABSTRACT 20434

EC 02 0434 ED N.A.
Publ. Date Oct 69 4p.
Johnson, Doleen; Ferryman, Zilpha C.
Inservice Training for Non-Professional Personnel in a Mental Retardation Center.
EDRS not available
Mental Retardation; V7 N5 P10-3 Oct 1969

Descriptors: exceptional child research; mentally handicapped; attendant training; nonprofessional personnel; inservice education; program evaluation; rating scales; employee attitudes

The need for qualified personnel in a Mental Retardation Center makes it imperative that suitable training be provided. An evaluation of the Inservice Training program at the Arizona Children's Colony by means of the SREB Information Survey and Opinion Scale shows significant gains in basic information and improved attitudes in many employees. The results also indicate the need for further training and for effective changes in training programs in order to achieve the desired goals of better child care programs for the mentally retarded. (Author)

ABSTRACT 20457

EC 02 0457 ED N.A.
Publ. Date 66 22p.
Potter, Beth; Richardson, Judith
Handbook of Hints for Helpers (Child Service Attendants).
Easter Seal Society for Crippled Children and Adults of California, San Francisco
EDRS not available
National Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612 ($0.50).

Descriptors: exceptional child education; physically handicapped; nonprofessional personnel; orthopedically handicapped; attendants; teacher aides; school aides; skills; employment qualifications

Designed as an orientation for child service attendants in classes of orthopedically handicapped children, this illustrated handbook describes the good attendant, offers suggestions, and gives instructions. A list of specific duties is included. (JD)

ABSTRACT 20482

EC 02 0482 ED N.A.
Publ. Date 66 299p.
Bramley, V. Lucile, Comp.
Participant's Guide, Volume I.
State Home and Training School, Wheat Ridge, Colorado
EDRS not available
State Home and Training School, Wheat Ridge, Colorado 80033.

Descriptors: exceptional child education; mentally handicapped; nonprofessional personnel; residential care; inservice education; child development; health needs; guidelines; program planning; human body; hygiene; staff role; attendants; attendant training; administration; institutional personnel; Colorado

The guide for employee training at a residential institution for the mentally retarded is composed of the following four units: general orientation, including knowledges and experiences perparing the attendant to help accomplish the goals of the institution; the human body and its care, including physical makeup and basic health needs, health practices and prevention of illness and injury, and habilitation toward a full life; human growth and development, including understanding of the self and the therapeutic group and planning for the residents' total care, training, and habilitation; and devising new ways to promote resident-centered environment. Each unit has a counterpart of planned experiences for student and/or attendant activity. Vocabulary definitions of words used throughout the guide are given. (LE)

ABSTRACT 20745

EC 02 0745 ED N.A.
Publ. Date 67 17p.
Swift, Marshall S. and Others
A Preliminary Investigation of Houseparent Intervention with a Child with a History of Eating Disturbance.
EDRS not available
Devereux Schools Forum; V3 N2 P71-87 Win 1967

Descriptors: exceptional child services; emotionally disturbed; behavior; reinforcement; behavior change; behavior problems; residential care; staff meetings; staff role; behavior rating scales; eating habits; nonprofessional personnel

Houseparents of the Devereux Academy and Gateway units met weekly with the Department of Psychological Research to focus on the houseparents' methods of dealing with specific problem behaviors rated as high in occurrence through the use of the Devereux Child Behavior (DCB) Rating Scale. Discussion focused upon a 13-year-old girl with a 6-year history of an eating disburbance. Tape recorded excerpts from the weekly meetings illustrate which methods had failed and how a new plan was devised. Staff discussions show how the child's behavior and attitude changed and improved in reaction to the new system of selective reinforcement. Eight generalizations summarize the procedures employed. (TE)

ABSTRACT 20790

EC 02 0790 ED 026 665
Publ. Date Jan 68 10p.
Thomson, Ruth
Volunteers to Prevent Emotional Problems in Children, Summary Progress Report.
Counseling Service of Addison County, Inc., Middlebury, Vermont
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: behavior problems; college students; elementary school students; mental health clinics; mental health programs; tutorial programs; prevention; student volunteers; underachievers; counseling services; emotional problems

The Counseling Service of Addison County, a community mental health clinic begun in 1966 as a four-year project to determine whether emotional problems could be prevented by the early assignment of college student volunteers to underachievers in the early grades of elementary school is presented. The progress report of the second year, records, report card grades, and achievement test scores are reviewed. The California Test of Personality, the Goodenough-Harris Drawing Tests and the Bender Visual Motor Gestalt Test are reported as administered along with a behavior-rating scale completed by the teachers. Although the data is not yet statistically significant, it is pointed out that observations by teachers and parents were favorable. It appears that the volunteer college student is generally more stable than the average student. While all data is tentative and too early for definite conclusions, the project has continued to progress in its second phase according to the original plans. (KP)

ABSTRACT 20858

EC 02 0858 ED 028 553
Publ. Date 67 40p.
Dental Health for the Handicapped.
Alabama University, Birmingham, Dental Advisory Committee
Public Health Service (DHEW), Washington, D. C., Mental Retardation Division
EDRS mf,hc
MR-0102B67

Descriptors: exceptional child services; mentally handicapped; institutionalized (persons); health education; self care skills; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; teaching methods; attendants; dental health

Guidelines to aid attendants to maintain good dental health among institutionalized mentally retarded persons are presented. Aspects considered include reasons for taking care of the mouth and means of adapting the oral hygiene program to each individual. Also described are oral hygiene programs now existing in group living settings and methods of recognizing special mouth problems. Appendixes list sources for additional readings and materials, and present study questions with their answers. (LE)

ABSTRACT 20972

EC 02 0972 ED 033 512
Publ. Date May 68 180p.
The Utilization of Supportive Personnel in Speech Correction in the Public Schools.
Colorado State Department of Education, Denver
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child research; speech therapy; speech therapists; teacher aids; program evaluation; nonprofessional personnel; administration; standards; language development; speech evaluation; speech handicapped; aurally handicapped; auditory evaluation; teaching methods; teacher attitudes

A pilot program for supportive personnel in speech pathology and audiology began with 3 weeks of formal training. Ten speech aids then worked for 10 weeks in nine school districts. Speech correctionists evaluated the aids and indicated that they were most helpful in articulation and language drills, carry-over activities, ear training, preparation of therapy material, and record keeping. Eleven of 14 correctionists felt that they would like to have the continued services of an aide although many negative attitudes toward aides were in existence (many correctionists felt threatened). The speech aides also evaluated the program; favorable reactions were expressed toward the field of speech correction, and seven aids said they would like to continue their work. Speeches made to the trainees are presented and include the following: public school organization and administration; the role of the speech specialist; professional responsibilities and ethics; child growth, speech, and language development; the speech mechanism; disorders of speech and language and their evaluation and rehabilitation; the hearing mechanism; hearing disorders, evaluation, and rehabilitation; and identification audiometry. (RJ)

ABSTRACT 21000

EC 02 1000 ED N.A.
Publ. Date Mar 65 155p.
Thorne, Gareth D.
Understanding the Mentally Retarded.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($3.95).

Descriptors: exceptional child services; mentally handicapped; attendants; institutionalized (persons); attendant training; residential care; institutional environment; adjustment (to environment); child development; counseling; rehabilitation; etiology; clinical diagnosis; environmental influences; behavior patterns

The book for attendants in institutions supplies basic information about mental retardation, and discusses each of the problems attendants face in their day-to-day work with retarded children. Areas of concern are causes of mental retardation, the diagnosis of mental retardation, child development and environment, the institution as a community for the mentally retarded, counseling and guiding the mentally retarded, helping the retarded child grow in learning and adjustment, emotions and the mentally retarded, and rehabilitation. (LE)

ABSTRACT 21105

EC 02 1105 ED 027 386
112p.
A Guide for Attendant Training in Institutions for the Mentally Retarded.
New Jersey State Department of Institutions and Agencies, Trenton, Division of Mental Retardation
Public Health Service (DHEW), Washington, D. C.
EDRS mf,hc
OM-838

Descriptors: exceptional child education; attendant training; curriculum; lesson plans; mentally handicapped; mental retardation; program development; inservice education; institutional personnel

The guide is intended as a stimulus for the establishment of training programs for newly employed attendants and as an aid to the development of on-going inservice training. The instructor should select those subject areas which meet the needs of the institution and its residents. It is expected that additions and deletions will be made. The body of the manual is an outline which indicates the topic and purpose for each lesson and presents in parallel columns suggested content, teaching methods and aids, and reading references in relation to each sub-topic. Lesson topics include: background on mental retardation, growth and development, social and emotional needs, housekeeping in the cottage, safety, civil defense, training, feeding, and clothing the resident, personal health and hygiene, nursing care, common diseases and conditions, body mechanics, leisure time, sex education, religion, discipline, referring problems, and the responsibility of the attendant to the patient. The appendix includes a glossary, bibliography, film list, and list of agencies from which resource materials may be obtained. (JK)

ABSTRACT 21331

EC 02 1331 ED N.A.
Publ. Date Dec 69 6p.
Smith, Robert M.

Preparing Competent Special Education Teachers.
EDRS not available
Education in Canada; V9 N4 P31-6 Dec 1969

Descriptors: teacher education; teacher improvement; handicapped children; educational needs; teaching skills; teacher certification; paraprofessional school personnel

Two ways of looking at the needs of exceptional children are considered with a focus on providing environments to enable individuals to learn effectively. Problems encountered in placing children in special classes and the status of special class teachers are examined. Suggestions are made for improving teacher education programs in the direction of developing five specific competencies. The process of implementation is described with attention given to teacher certification, the use of paraprofessional personnel, evaluation of teacher performance, and skill maintenance. (RJ)

ABSTRACT 21399

EC 02 1399 ED N.A.
Publ. Date Dec 69 4p.
Ludtke, Roland H.; Elliott, Alberta

The Changing Role of Volunteers in a Residential Facility for the Mentally Retarded.
EDRS not available
Mental Retardation; V7 N6 P13-6 Dec 1969

Descriptors: exceptional child services; mentally handicapped; volunteers; volunteer training; institutional personnel; residential programs; program evaluation

Discussed is a project demonstrating that volunteers if properly trained can extend the services of professional staff in a state residential institution for the mentally handicapped. There were 17 program areas in which volunteers trained by resident staff acted as aides or instructors. The program was considered a success with the following factors deemed most essential in the volunteer: an acceptance of the real purpose of his work, a sense of belonging, an opportunity to express his own ideas, job responsibility according to capability, understanding of what is expected, proper recognition of accomplishments, knowledge that goals are attainable, free access to volunteer staff for conferences, and challenging assignments. (JM)

ABSTRACT 21490

EC 02 1490 ED 034 368
Publ. Date 66 48p.
Dental Care for the Mentally Retarded; A Handbook for Ward Personnel.
Alabama University Medical Center, Birmingham, Dental Advisory Committee

Social and Rehabilitation Service (DHEW), Washington, D. C., Mental Retardation Division
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; dental health; attendant training; hygiene; habit formation; self care skills; health programs; institutionalized (persons)

Included in a handbook are discussions on general information for dental health for the institutionalized retarded, their need for dental care, the attendant's role in providing care, dental information for the attendant, how and when to use a toothbrush, care of toothbrushes and equipment, and indications of abnormal mouth conditions. Information is also presented on the development of programs of dental care according to cottages or wards of residents who can brush on their own, who can partially brush, or who are incapable of brushing. Recommendations for a successful dental program are outlined; photographs and charts are used throughout. (JM)

ABSTRACT 21500

EC 02 1500 ED N.A.
Publ. Date 67 81p.
Moncur, John P., Ed.

Institute on the Utilization of Supportive Personnel in School Speech and Hearing Programs (Washington, D.C., September 6-8, 1967).
American Speech and Hearing Association, Washington, D. C.;
Maryland University, College Park
EDRS not available
OEG-2-7-003243-3243
American Speech and Hearing Association, 9030 Georgetown Road, Washington, D. C. 20014.

Descriptors: exceptional child education; personnel; speech therapy; speech handicapped; nonprofessional personnel; manpower development; manpower needs; manpower utilization; conference reports; handicapped children; personnel needs; school nurses; physical therapy; counseling; legislation; school personnel; clinic personnel (school); audiology; speech pathology; job training; educational programs; teacher aids; guidance personnel; hearing therapy

Institute papers treat the utilization of supportive personnel in school speech and hearing programs. A preface presents the institute's purposes, and an introduction by the editor describes the concerns, attitudes, and conclusions of the institute participants. The report includes the following 10 speeches: Welcome and Introductory Remarks by M.C. Fitzgerald, The Development of Professional Teams in Education and Services for the Handicapped by J. Gallagher, New Careers in New Fields by A. Brody, Help for the Professional by L. Goldman, Education by D. Davies, Nursing by E. Ulrich, Physical Therapy by F.S. Linduff, Counseling by C. McDaniels, Our Crisis by M. Marge, and Supportive Personnel--Current Legislation by J.H. Scheuer. An appendix lists the institute participants. (JD)

ABSTRACT 21517

EC 02 1517 ED N.A.
Publ. Date 67 97p.
Penny, Ruthanna

Substitute Parents: Training the Profoundly Retarded Patient for Return to the Community.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child services; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; institutionalized (persons); training techniques; self care skills; nurses; attendants; case studies; communication (thought transfer); nonverbal communication

Profoundly and moderately retarded children are the focus of a discussion of training techniques for nursing personnel or others assuming the responsibility of care. The author believes that most severely retarded persons can learn self care and may be able to return to their own or to foster homes. An introduction provides training goals and methods, scheduling suggestions, and examples of rewards. The one-to-one relationship of an 8 year old institutionalized nonverbal boy and a psychiatric technician is described as he gradually began to talk and was eventually discharged. A project involving six females from 18 to 38 (IQs 20 to 60) is reported through excerpts form small group interaction meetings. Profound retardation accompanied by physical handicaps is considered as are communication in therapy and suggestions for training prospective foster parents. (RJ)

ABSTRACT 21560

EC 02 1560 ED N.A.
Publ. Date 69 49p.
McGahan, F. E.; McGahan, Carolyn

The Paraprofessional Teacher in Action.
Northeast Texas Educational Services, Inc., Paris
EDRS not available
Learning Designs, P. O. Box 234, Manchester, Missouri 63011.

Descriptors: exceptional child education; learning disabilities; paraprofessional school personnel; teacher aides; staff role; remedial instruction; supervisory activities; learning activities

Designed as a guide for the paraprofessional teacher, the text offers hints and proposes activities for enabling the aid to fulfill her role effectively. Discussed are the dynamics and attitudes of the paraprofessional, hints for acquiring the best attitudes, personal mental health, understanding important terminology, work responsibilities, and the developmental learning continuum. Other areas that the paraprofessional must comprehend are knowing and coping with social and emotional factors which interfere with learning, knowing and coping with low potential factors, and understanding and remediating gross motor difficulties and fine motor factors that interfere with learning. (JM)

ABSTRACT 21563

EC 02 1563 ED N.A.
Publ. Date Jul 69 34p.
Summarization: The Role of the Volunteer in Alternate Planning for Patients.
Harrisburg State Hospital, Pennsylvania
Pennsylvania State Department of Public Welfare, Harrisburg, Office of Mental Retardation
EDRS not available
Office of Mental Retardation, Pennsylvania Department Of Public Welfare, 423 Walnut Street, Harrisburg, Pennsylvania 17101.

Descriptors: exceptional child services; mentally handicapped; emotionally disturbed; volunteers; institutionalized (persons); volunteer training; staff role; conference reports; Pennsylvania

Conference participants consisting of physicians, psychologists, social workers, superintendents of facilities, and volunteer workers discuss the role of the volunteer worker with the emotionally disturbed and mentally handicapped. Brief speeches include the following topics: the community's relationship to the institution, volunteer training and assigned tasks, the volunteer's relationship to the hospital staff, program success, alternate programs, long term patients, and a history of volunteer programs. Outlines of six regional area meetings with highlights of content and proposals for the future are provided. (JM)

ABSTRACT 21569

EC 02 1569 ED 021 297
18p.
Tomlinson, T. M. and Others
Psychotherapy and the Nonprofessional Therapist: Responses of Naive Therapists to Therapeutic Contact with Chronic Schizophrenics.
EDRS mf,hc

Descriptors: college students; institutionalized (persons); nonprofessional personnel; psychotherapy; schizophrenia; student experience; training techniques; emotionally disturbed

The current interest in using non-professional therapists to work with chronic schizophrenics is usually focused on the effect on the patients. Relatively little attention has been paid to the effect this particularly intransigent patient population may have on clinically unsophisticated students, especially students who are planning a career as professional psychotherapists. The question is asked about the advisability of engaging naive students in the task of helping patients who are unlikely to exhibit identifiable behavior or personality change. Biographical and rating scale data from untrained student therapists are examined, and the conclusion is reached that in most instances, the experience has a positive outcome. Students attain insights into the nature of psychopathology and achieve a more realistic view of psychotherapy. The warning is issued, however, that the experience can be extremely frustrating and unnecessarily disconcerting to the naive therapist who expects but does not receive reinforcement in terms of a productive patient relationship or observable patient behavior change. It is suggested that unless considerable supervision is available a more responsive group of patients might provide a more suitable patient sample for the first therapeutic encounter. (Author)

ABSTRACT 21641

EC 02 1641 ED N.A.
Publ. Date Nov 66 4p.
Shawmeker, William F. and Others
A Multi-Dimensional Approach to Child Care Aide Training.
EDRS not available
Training School Bulletin; V63 N3 P124-7 Nov 1966

Descriptors: exceptional child education; child care workers; child development; mentally handicapped; college credits; attendant training; residential centers

A child care training program for aides at a residential center for mental retardates is described. Offered as a college course, the 6-week program, which stresses child development, consists of two daily class periods at the college supplemented by 6 hours of activities at the center. (DT)

ABSTRACT 21680

EC 02 1680 ED N.A.
Publ. Date Apr 70 7p.
Eastman, E. Elaine
The Establishment of State-Wide Volunteer Services in Oregon.
EDRS not available
New Outlook for the Blind; V64 N4 P97-103 Apr 1970

Descriptors: exceptional child services; visually handicapped; voluntary agencies; volunteers; community programs; volunteer training; adult programs; administrative organization

The administrative and organizational arrangements and problems in establishing a state wide volunteer group are discussed. Described are the needs for volunteer workers, the services they can provide, methods of providing independence for the blind, tailoring each program to the specific community, and the coordination necessary in each program. An example of a successful program is provided including information on area served, its group activities, volunteer recruitment, volunteer training classes, selecting a coordinator, the basic skills and knowledges emphasized, the mutual satisfaction achieved, and its ultimate success and development into a permanent organization. (JM)

ABSTRACT 21728

EC 02 1728 ED N.A.
Publ. Date Jun 65 5p.
Barnett, Charles D.; Bensberg, Gerard J.

Behavioral Management of the Institutionalized Mentally Retarded--A Survey.
EDRS not available
Mental Retardation; V3 N3 P7-11 Jun 1965

Descriptors: exceptional child research; mentally handicapped; institutions; discipline; questionnaires; surveys; administrative policy; institutionalized (persons); discipline policy; attendant training

Reported are the responses of 23 Southern state residential facilities to a questionnaire concerning resident behavioral management. Responses to questions are grouped under the law and its implementation, institutional disciplinary practices, the attendant and behavioral management, and some correlates of problem behavior. Increased training, involvement, and authority of attendants are discussed. Administration efforts to evaluate current policies and to implement realistic behavioral management are recommended. (TL)

ABSTRACT 21770

EC 02 1770 ED 035 149
Publ. Date Aug 69 61p.
Guess, Doug and Others
A Language Development Program for Mentally Retarded Children, Volume I. Final Report.
Kansas University, Lawrence;
Kansas Neurological Institute, Topeka
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-0-8-070815-0216
BR-7-0815

Descriptors: exceptional child research; mentally handicapped; nonprofessional personnel; language development; teacher aids; institutionalized (persons); speech instruction; speech improvement; language instruction; intellectual development; reinforcement; language programs; oral expression; custodial mentally handicapped

The utilization of non-professional personnel as language teachers was investigated using forty residents and an equal number of controls who were matched on the variables of CA, IQ, and Language Age (mean CA 13.28 and mean IQ 33). Two former psychiatric aids were trained as language developmentalists by classroom experiences, informal discussions and reading material pertinent to language acquisition. The language aids were provided with appropriate language development materials and supervised by a speech pathologist. A token reinforcement system was used in all classes. Results showed the children attending language classes made significantly greater raw score gains in the Illinois Test of Psycholinguistic Abilities than did the control group (CG) over the 18 month period. Significantly greater gains in IQ scores were made by the Language Training Group; their mean pre to post IQ score gains were 3.64 points compared to .22 points for the controls. Results suggested greater use of nonprofessional persons in the education of retarded children, while utilizing professionals as consultants. Lesson plans for

this project can be found in EC 004 827. (Author/WW)

ABSTRACT 21782

EC 02 1782 ED 034 911
Publ. Date Dec 69 57p.
Exceptional Children Conference Papers: Training and Personnel in Early Childhood Education Programs.
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; early childhood education; paraprofessional school personnel; inservice education; teacher aides; educational programs; course content; course objectives; program evaluation; teacher role; conference reports

Four papers discuss training and personnel in early childhood education. The concepts developed by the Division of Training Programs in seeking to award a grant for planning inservice training programs are described by J. Gerald Minskoff as is the role of a training coordinator. An evaluation of a pilot program to train teacher aides is presented by Fred L. Gross, while Leonard Kaplan and Vallis Fineberg consider the effective use of paraprofessionals in the classroom. Also included is a paper by Richard Artes on the use of paraprofessionals for speech and language development in young children. (RJ)

ABSTRACT 21808

EC 02 1808 ED N.A.
Publ. Date Nov 69 4p.
Schlieper, Ann; Rosenfeld, A.
Volunteers--A Resource in Remedial Teaching.
EDRS not available
Special Education in Canada; V44 N1 P9-12 Nov 1969

Descriptors: exceptional child education; volunteers; disadvantaged youth; remedial programs; paraprofessional school personnel; tutorial programs; volunteer training; program evaluation

A description of a remedial teaching project conducted by 25 undergraduates tutoring disadvantaged kindergarten, first, and second-grade children with learning problems is presented. Procedures of tutor orientation, student selection and testing, and implementation of the project are described. Favorable results, deficits, and implications of the project are also included. (RD)

ABSTRACT 21833

EC 02 1833 ED N.A.
Publ. Date Mar 70 4p.
Northcott, Heather Huntington
A Teacher's Aide--Color Me Satisfied.
EDRS not available
Volta Review; V72 N3 P181-4 Mar 1970

Descriptors: exceptional child education; aurally handicapped; teacher aides; day schools; summer programs

The experiences of a high school senior working with a 6 week summer program for the deaf are described. The typical day included meeting the children at the bus and assisting them in art work, music experiences, physical activity, industrial arts, dramatic arts, arithmetic, language, and reading readiness. The article presents the aide's impressions and enthusiasm. (JM)

ABSTRACT 21841

EC 02 1841 ED N.A.
Publ. Date Jan 70 27p.
Shaw, Robert A.
Aides for the Mentally Handicapped.
Arizona Children's Colony Mental Retardation Center, Randolph
EDRS not available
Department of Training and Education Services, Arizona Children's Colony Mental Retardation Center, Randolph, Arizona 85243.

Descriptors: exceptional child education; mentally handicapped; inservice training; teacher aides; paraprofessional school personnel; Arizona Children's Colony Mental Retardation Center

Designed to help teacher aides, recreation aides, training aides, students, and others with little preservice training who work with the mentally handicapped, the manual discusses interpersonal relationships with the mentally handicapped. Proper procedures and situations to avoid are presented. Specific areas discussed are establishing rapport--communication, maintaining proper social-psychological distances, and assuming the responsibilities assigned. Illustrations are included. (MS)

ABSTRACT 21894

EC 02 1894 ED N.A.
Publ. Date Dec 69 3p.
Bozarth, J. D.; Daly, W. C.
Three Occupational Groups and Their Perceptions of Mental Retardates.
EDRS not available
Mental Retardation; V7 N6 P10-2 Dec 1969

Descriptors: exceptional child research; mentally handicapped; attitudes; institutional personnel; institutionalized (persons); behavior rating scales; performance; supervisors; teacher attitudes; attendants

The investigation examines the perceptions of three groups of employees in relation to the performance of a sample of institutionalized mentally retarded. Work supervisors, education and activities employees, and child care aides were asked to rate all residential subjects between the ages of 16 and 21 with IQ's ranging from 40 to 80 on 14 variables, using the Likert Rating Scale. Results indicate highly significant differences between the groups of raters. Work supervisors tended to rate residents' performance significantly higher than either of the other two groups. Child care aides in turn rated residents' performance lower than work supervisors did, but higher than education and activities employees did. (Author)

ABSTRACT 22101

EC 02 2101 ED 035 579
Publ. Date 69 67p.
Abbott, Margaret
Evaluation Handicapped Component. Implementation of the Teacher and His Staff.
Grand Forks Public Schools, North Dakota
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc
Descriptors: reinforcement; educable mentally handicapped; elementary school students; junior high school students; physical education; pilot projects; public schools; speech handicapped; staff utilization; tape recordings; teacher aides; teaching methods; behavior change

This document contains reports of three projects in the handicapped component of the Grand Forks, North Dakota, Teacher and His Staff program supported by ESEA Title III. The first project reported is A Pilot Study Using a Teacher Aide Employing Operant Procedures to Assist a Speech Clinician in a Public School Setting. Included is description of the development of new methods and materials (e.g., an innovative reinforcement device which dispenses the tokens, which are trading stamps) for use by the teacher aide in working with nine children with severe articulation disorders. The second report, an Evaluation of Teacher-Aide Directed Taped Instruction in the Educable Mentally Retarded Classroom, describes an attempt to determine whether seven educable retarded junior high school students could learn and retain information through directed audio tapes. It describes the use of a teacher aide to transcribe textbook information onto tapes, to direct instruction using the tapes, and to administer and record results of pre- and posttests used to determine the technique's effectiveness. The third paper reports The Development of a Physical Education Program for Mentally Educable Students in Winship Elementary School. General organization and content of the program are described. Each report contains description of project results, evaluation (all were considered generally successful), and recommendations for further study or modification. (JS)

ABSTRACT 22122

EC 02 2122 ED N.A.
Publ. Date May 70 5p.
Strauch, James D. and Others
Teacher Aide Attitudes Toward the Mentally Retarded.
EDRS not available
Training School Bulletin; V67 N1 P15-9 May 1970

Descriptors: exceptional child research; mentally handicapped; teacher aides; attitudes; semantics

A semantic differential was administered to ten teacher aides employed in a six-week summer program at a residential institution for the retarded. These subjects had had no previous contact with

retarded children. The following concepts were measured (pretest and posttest) with the semantic differential: State Training School, Children I Work With, Normal Children, and Institutionalized Retarded Children. The effect of contact with retarded children was found to be significant (p less than .05), with the subjects' attitudes becoming more positive on all four of the concepts. The means for the concepts were also found to differ significantly (p less than .01). (Author)

ABSTRACT 22227

EC 02 2227 ED 037 879
Publ. Date Feb 70 23p.
Project for Preparing Teacher Aides to Facilitate a Tutorial Reading Program with Emphasis on Perceptual Training for Primary School Age Children of Low Socioeconomic Status. Final Report.
Vigo County School Corporation, Terre Haute, Indiana, Department of Pupil Personnel Services
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; remedial reading programs; tutorial programs; teacher aides; educational programs; volunteer training; program guides; child development; primary education; perceptual motor learning

Described is a training program to prepare teacher aides to tutor in a remedial reading program for children of low socioeconomic status. Instruction emphasized early childhood growth and development, visual motor perception training, language and auditory development, and emotional and social development. Trainee selection, the training program, its use in the regular school program, an evaluation of the project, and recommendations are discussed. The course curriculum, with suggested teaching techniques, materials, and approaches to classroom management, is included. (JM)

ABSTRACT 22268

EC 02 2268 ED N.A.
Publ. Date Apr 70 7p.
Guess, Doug and Others
Utilization of Sub-Professional Personnel in Teaching Language Skills to Mentally Retarded Children: An Interim Report.
EDRS not available
Mental Retardation; V8 N2 P17-23 Apr 1970
Presented By the Senior Author at the Annual Meeting Of the Missouri State Teachers Association, Kansas City (November 7, 1968), and the National Convention, Council for Exceptional Children, Denver (1969).

Descriptors: exceptional child research; mentally handicapped; teaching methods; subprofessionals; language instruction; psychiatric aides; institutionalized (persons)

Two psychiatric aides were trained as language developmentalists for small groups of severely and profoundly retarded children residing in a state institution. They were supervised by a speech pathologist who selected and prepared the materials used in the classrooms. Four experimental and control groups were compared over a nine month period: language training and special education, language training only, special education only, and neither language training nor special education. The Stanford-Binet and ITPA were administered to all groups prior to the program and nine months later. Results from these tests are presented with a discussion of the findings. Those who received both language training and special education made the greatest gains. (Author)

ABSTRACT 22271

EC 02 2271 ED N.A.
Publ. Date Apr 70 6p.
Mamula, Richard A.
Developing a Training Program for Family Caretakers.
EDRS not available
Mental Retardation; V8 N2 P30-5 Apr 1970

Descriptors: exceptional child services; mentally handicapped; emotionally disturbed; attendant training; training techniques; residential care; foster homes; personal care homes; family caretakers

The paper discusses the rationale behind the development of a training program for individuals providing foster care services for mentally retarded and emotionally disturbed children and adults within the structure of the Family Care Program operated by the Community Services Division of the State of California. It discusses how the program developed, its content and its effectiveness, and offers general guidelines for agencies interested in such programs. (Author)

ABSTRACT 22414

EC 02 2414 ED N.A.
Publ. Date Jan 70 4p.
Stoffer, Dean L.
Investigation of Positive Behavioral Change as a Function of Genuineness, Nonpossessive Warmth, and Empathic Understanding.
EDRS not available
Journal of Educational Research; V63 N5 P225-8 Jan 1970

Descriptors: exceptional child research; behavior problems; learning difficulties; elementary school students; nonprofessional personnel; volunteers; school aides

Each of 35 married women met voluntarily twice a week with a child with a behavior and academic problem. The women were instructed to establish a good relationship and choose their own activities. Helpers were rated for nonpossessive warmth, accurate empathy, and genuineness. Some of the helpers were found to be warm and understanding; they tended to have a therapeutic effect on the children with whom they worked. Those who were not warm and understanding tended to effect no positive change on the children. It is suggested that better selection procedures be used in choosing school volunteers and that the volunteers be given training. (RJ)

ABSTRACT 22439

EC 02 2439 ED N.A.
Publ. Date Jun 70 4p.
Thorne, D. Eugene; Shinedling, Martin
Volunteer Student Behavior Engineers: Should They Attempt to Establish or Eliminate Target Behaviors?
EDRS not available
Mental Retardation; V8 N3 P9-12 Jun 1970

Descriptors: exceptional child research; mentally handicapped; volunteer training; behavior change; student volunteers; positive reinforcement; institutionalized (persons); intervention

The present article defends the need and desirability of training college students to apply elementary behavior modification principles and techniques to residents of mental health institutions. However, data presented indicate that such training experiences should be geared toward establishing positive behaviors rather than eliminating negative behaviors. (Author)

ABSTRACT 22474

EC 02 2474 ED N.A.
Publ. Date 70 3p.
Hartlage, Lawrence C.
Subprofessional Therapists' Use of Reinforcement Versus Traditional Psychotherapeutic Techniques with Schizophrenics.
Indiana University Medical Center, Indianapolis
EDRS not available
Journal of Consulting and Clinical Psychology; V34 N2 P181-3 1970

Descriptors: exceptional child research; psychotherapy; schizophrenia; reinforcement; adjustment (to environment); females; emotionally disturbed; psychiatric hospitals; nurses; therapists; patients (persons); institutionalized (persons)

Student nurses briefly trained in psychotherapeutic techniques worked with chronic schizophrenic women who were in long term care at a state mental hospital. Each nurse saw two matched patients one hour daily for seven weeks; one patient received reinforcement techniques and the other received traditional techniques. Pre and post tests used were the Hospital Adjustment Scale administered by ward attendants and a self concept scale completed by each patient. Results on the Hospital Adjustment Scale showed the reinforcement group superior to the traditional group on overall scores (p less than .01) and on the communication and interpersonal relations subscale (p less than .05). Both groups made significant improvements in self concepts (both p less than .05). Ratings by the therapists showed reinforcement superior to traditional methods (p less than .01). (MS)

ABSTRACT 22579

EC 02 2579 ED N.A.
Publ. Date Feb 70 3p.
Cook, John J.

Noise Levels in the Classroom.
EDRS not available
Bureau Memorandum; V11 N3 P7-9 Feb 1970

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; school environment; classroom environment; class size; age differences; teacher aides; noise level

The influence of class size (standard versus a 50% increase), use of an aide, and the age of the students (primary versus intermediate) on classroom noise levels was studied. Noise levels were sampled in 21 educable mentally handicapped classes during a three-semester period. Results showed a general decline in noise level over the three semesters; primary classes consistently noisier than intermediate (with the difference increasing); a reduction in noise levels when an aide was used in standard-size classes, but not in classes of increased size. Descriptive data on recorded noise levels are included. (KW)

ABSTRACT 22586

EC 02 2586 ED N.A.
Publ. Date 68 67p.
You're the Tutor.
EDRS not available
National Commission on Resources for Youth, Inc., 36 West 44th Street, New York, New York 10036.

Descriptors: tutoring; cross age teaching; peer teaching; student volunteers; tutorial programs

Presented in this pictorial guide are suggestions to aid student tutors in working with other students. Photographs illustrate tutoring situations and learning activities. Written commentary provides suggested activities. (MS)

ABSTRACT 22591

EC 02 2591 ED N.A.
Publ. Date 70 7p.
Artes, Richard
Project Expand: The Use of Communication Aides in Speech and Hearing Programs.
EDRS not available
ISHA; V28 P22-8 Spr 1970

Descriptors: exceptional child services; speech handicapped; aurally handicapped; speech therapy; hearing therapy; speech therapists; hearing therapists; paraprofessional school personnel; Elementary and Secondary Education Act Title III

Use of paraprofessionals in speech and hearing programs was examined by the Warwick County School Corporation (Indiana) in a Title III, ESEA project. Eight women who were mothers and had high school diplomas received three weeks of training. Aides had a mean age of 36, mean Otis Test score of 101, and scored highest in service and clerical-secretarial related areas on the Kuder occupational interest inventory. Aides worked with clinicians who each kept daily logs of how the aide was used. Positive responses to a questionnaire were received from building principals, administrators, teachers, and parents in that order. Communication aides were noted to help in the challenge to provide maximal service. (MS)

ABSTRACT 22735

EC 02 2735 ED 039 677
Publ. Date (69) 85p.
Abbott, Margaret and Others
Language Development: Educable Mentally Handicapped.
Grand Forks Public Schools, North Dakota;
North Dakota State Department of Public Instruction, Bismarck
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; language development; instructional materials; teacher aides; educable mentally handicapped; special programs; audiovisual aids; morphology (languages); grammar

With the help of a consultant and the special teachers, a teacher aide provided language development work in primary and intermediate classes for educable mentally handicapped children. Speech activities and a language development kit were planned. The aide's role differed in different classes, but as the year progressed she worked more with specific language handicapped children. Over three-fourths of the document consists of the kit materials developed in the areas of plurals and singulars, verbs, names, and comparisons and analogies. (JD)

ABSTRACT 22781

EC 02 2781 ED N.A.
Publ. Date Sep 67 19p.
Sinnett, E. Robert; Niedenthal, Linda K.
The Use of Indigenous Volunteers in a Rehabilitation Living Unit for Disturbed College Students. Research Report No. 1.
Kansas State University, Manhattan, Student Health Service
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available
Director of Publications, Kansas State University, Manhattan, Kansas 66502.

Descriptors: exceptional child research; emotionally disturbed; college students; student volunteers; therapeutic environment; dormitories; peer relationship

Normal College student volunteers lived in a coeducational rehabilitation living unit with clients referred by counselors and psychiatric staff. Diagnostic categories in the group of 28 clients served in three semesters of the project were schizoid personality, schizophrenic, psychoneurosis, personality trait disturbance, and adjustment reaction of adolescence. During the project both volunteers and clients consistently ranked informal contacts with project members as first or second choice when choosing the most helpful type of assistance from five or six alternatives. Analysis of agreement among clients, volunteers, and combined groups yielded statistically significant coefficients of concordance (p less than .05). Counselors and psychiatric staff judged the living unit a significant resource for use with conventional services in helping seriously disturbed college students. (MS)

ABSTRACT 22858

EC 02 2858 ED N.A.
Publ. Date 67 20p.
Auxiliary School Personnel.
National Commission on Teacher Education and Professional Standards, Washington, D. C.
EDRS not available
Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($0.50).

Descriptors: paraprofessional school personnel; school aides; educational administration; nonprofessional personnel; teacher aides

The pamphlet is intended to help schools as they make decisions concerning auxiliary personnel on their staffs. Topics discussed in a question and answer format are: initial considerations of the school, qualifications and training of auxiliary school personnel, current programs in existence, practical aspects, cautions, and what persons and groups can do to prepare for and encourage the use of auxiliary personnel. (KW)

ABSTRACT 22905

EC 02 2905 ED 040 557
Publ. Date Jun 69 180p.
Smith, Donald C.
A Community Helper Program for Children with Behavioral and Learning Disorders. Final Report.
Ohio State University, Columbus
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-3-6-061181-1596
BR-6-1181

Descriptors: exceptional child research; learning difficulties; behavior problems; community service programs; volunteers; academic achievement; intervention; counseling; remedial instruction; individual characteristics; program effectiveness; student adjustment

A community helper project involved 37 untrained volunteers in a one-to-one relationship with children manifesting behavioral and learning problems in school. Most volunteers were nominated by principals; all passed screening and all were women despite efforts for recruiting men. Seventy-four problem children, from grades 1 through 6, and not manifesting mental retardation or physical or sensory handicaps were identified. Mean age of experimentals was 9.2; controls were an average of 1 year older, but of similar class (low to upper middle) and intelligence (low to high average). Experimentals met for 22 interviews over 18 weeks with a helper: 13 controls received remedial tutoring or counseling; 24 controls received no special services. Ratings of behavior, personality, academic achievement, and intelligence indi-

cated no significant differences between the groups. It was suggested that the treatment period be extended and need frequencies analyzed; also, it was recommended that selection procedures for subjects and volunteers be refined. Principals, teachers, and helpers all saw the program as effective. (Author/JD)

ABSTRACT 23002

EC 02 3002 ED N.A.
Publ. Date Aug 70 23p.
Staats, Arthur W. and Others
A Token-Reinforcement Remedial Reading Program Administered by Black Therapy-Technicians to Problem Black Children.
EDRS not available
Behavior Therapy; V1 N3 P331-353 Aug 1970

Descriptors: exceptional child research; disadvantaged youth; remedial reading programs; reinforcement; paraprofessional school personnel; behavior change; teaching methods; motivation techniques

Thirty-two black ghetto children, considered problem learners, were studied in a four-to-five month experimental remedial program supervised by black subprofessional therapy-technicians under the direction of a behaviorally trained teacher. Reading materials in a stimulus-response presentation procedure were combined with a token reinforcement system of motivation. Detailed records were kept of each child's responses, the reinforcers received, and the words learned and retained, and test data was also used to evaluate results. Results showed that the procedures and reinforcement system used were effective in producing better attention and work behavior in the students and in the utilization and upgrading of unemployed black adults, although longer, more extensive programs are suggested to remediate long standing cases of educational failure, and to contribute to the solving of social as well as learning problems. (KW)

ABSTRACT 23006

EC 02 3006 ED N.A.
Publ. Date 67 32p.
Noar, Gertrude
Teacher Aides at Work.
National Education Association, National Commission On Teacher Education and Professional Standards, Washington, D. C.
EDRS not available
Publication-Sales Section, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036 ($0.75).

Descriptors: teacher aides; paraprofessional school personnel; teacher attitudes; school aides

As a result of visiting teachers and teacher aides across the country to get their reactions and impressions on the use of teacher aides, the author discusses how and by whom teacher aides are selected, trained, and assigned; why they are used; how it feels to be a teacher with an aide, or an aide; how administrators support auxiliary personnel programs; who becomes teacher aides; and what their future prospects are. Observed failures and disenchantment with auxiliary school personnel are reported as well as achievement and successful relationships. (KW)

ABSTRACT 23457

EC 02 3457 ED 041 421
Publ. Date (69) 147p.
Klaber, M. Michael
Retardates in Residence: A Study of Institutions.
Hartford University, West Hartford, Connecticut
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); evaluation; institutional environment; institutional personnel; attendants; adjustment (to environment); interpersonal relationship; social relations; attitudes; behavior rating scales; rating scales; environmental influences; program descriptions; behavior; institutional facilities; comparative analysis

An introduction by Dr. David D. Komisar provides background and objectives for a study which eventually involved observations in six residential institutions. Two institutions were judged to be ineffective as residents appeared to be not happy or self-sufficient, showed little intellectual growth (or were rarely, if ever, retested), had many stereotyped behaviors, and manifested excessive needs for social reinforcement. One institution emerged as clearly effective and one as moderately so. In five of six institutions, other ward residents were the greatest source of interpersonal contacts; in only one institution did attendants and other nonretarded adults interact as frequently with residents. Between one third and one half of the time of severely retarded residents of the typical institution was spent in doing nothing. The attitudes of attendants at the different institutions showed remarkable consistency. While verbal and psychological attitudes of parents did not differentiate between effective and ineffective institutions, parents of children in an effective residence visited children more frequently. Additional research results and implications are presented, and schedules of a typical day at each institution are included. (RJ)

ABSTRACT 23568

EC 02 3568 ED 042 301
Publ. Date May 70 28p.
Staats, Arthur W. and Others
A Token-Reinforcement Remedial Reading Program Administered by Instructional Technicians.
Wisconsin University, Madison, Research and Development Center for Cognitive Learning
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-5-10-154

Descriptors: exceptional child research; reinforcement; reading achievement; disadvantaged youth; behavior change; paraprofessional school personnel; behavior change; remedial programs

Instructional technicians administered a token reinforcement remedial reading program to 32 black ghetto children who were problem learners. In the 40.2 mean hours of training, the subjects made a mean of 78,505 reading responses; learned a mean of 726.8 words, retaining 81% short term and 59% long term; and received a mean monetary amount of $21.34 worth of reinforcers. Test results indicated that the subjects did significantly better than the controls on a 100-word sample from the training materials. They also excelled on a standard reading achievement test, including the vocabulary section, and on both the verbal and nonverbal portions of an intelligence test. (Author/JD)

ABSTRACT 30314

EC 03 0314 ED N.A.
Publ. Date 70 142p.
Abbott, Margaret
Final Report: The Impact of the Teacher and His Staff, ESEA Title III.
North Dakota State Department Of Public Instruction, Bismarck
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS not available
Department Of Public Instruction, Capitol Building, Bismarck, North Dakota 58501.

Descriptors: exceptional child education; handicapped children; teacher aides; language development; staff role; psychomotor skills

The report covers a project concerned with the implementation of the teacher and his staff in the Grand Forks (N.D.) Public Schools, which had as its purpose the improvement of instruction through staff professionalization. Described are experiments and investigations of new ways to utilize staff, emphasizing the use of teacher aides. Major sections of the report deal with individual instruction, the significance of the impact of teacher aides, and the reports of three schools which worked with teacher aides in a three-year experimental program. The teacher aide in special education is covered, featuring their use in language development and the teaching of motor coordination, and in a comparative study of traditional procedures and operant conditioning procedures as applied to speech correction. A subjective evaluation and a list of disseminated information on the project are included. (KW)

ABSTRACT 30385

EC 03 0385 ED 043 980
Publ. Date Jun 70 70p.
Hensley, Gene, Ed.; Patterson, Virginia W., Ed.
Changing Patterns of Professional Preparation and Services in Special Education. Selected Papers of a Working Conference (San Diego, California, March 9-11, 1970).
Western Interstate Commission For Higher Education, Boulder, Colorado
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped

EDRS mf,hc
OEG-0-7-2265(607)

Descriptors: exceptional child education; professional personnel; teacher education; conference reports; educational trends; student evaluation; services; inservice teacher education; preservice education; volunteers; ancillary services; nonprofessional personnel; administration; supervision; program descriptions; professional education

Selected papers from the conference on changing patterns of professional preparation and services in special education held in San Diego, California (March 9-11, 1970), contain topics of teacher assessment of students, by Wayne Lance, and educational services based on learning characteristics of pupils, by William Hall. Also included are Joseph Lerner's description of inservice and preservice programs of professional preparation, and Keith Larson's treatment of the use of ancillary preprofessionals and volunteer personnel in special education. The concepts of administration and supervision of special education are presented by Ernest Willenberg, and instructional programs for exceptional children are suggested by John Matson. Selected comments from small group discussions held at the conference are included. (RD)

ABSTRACT 30772

EC 03 0772 ED N.A.
Publ. Date 68 28p.
Forster, Constance
An Invitation to Careers in Mental Retardation.
Ontario Association For The Mentally Retarded, Toronto
EDRS not available
Ontario Association For The Mentally Retarded, 77 York Street, Suite 300, Toronto 1, Ontario ($0.25).

Descriptors: mental retardation; career opportunities; job analysis; professional occupations; nonprofessional personnel; educational needs

For the benefit of youth interested in careers in mental retardation, over 20 vocations and professions dealing at least in part with the mentally retarded are briefly described. Indicated are the responsibilities of each career, and the education or training necessary. (KW)

ABSTRACT 30973

EC 03 0973 ED N.A.
Publ. Date 68 33p.
Garvey, James F.
A Handbook for Paraprofessionals.
EDRS not available
A. C. Croft, Inc., 100 Park Avenue, Swarthmore, Pennsylvania 19081 ($4.95).

Descriptors: nonprofessional personnel; teacher aides; job analysis; teacher attitudes; employment qualifications

The handbook presents information on the use of auxiliary school personnel (aides) to assist teachers and relieve them of many of their non-teaching duties. The rationale for using aides in the schools, and the attitudes of the National Commission on Teacher Education and Professional Standards, local associations, and teachers are summarized. The areas of responsibility, duties, and necessary job qualifications are explained, and a job description presented. The selection procedure is outlined. Included are forms for application, the interview record, self-evaluation, profile of a team teacher, and evaluating the teacher aide program. Listed are characteristics of successful teachers. (KW)

ABSTRACT 31062

EC 03 1062 ED N.A.
Publ. Date Dec 70 6p.
Alpiner, Jerome G. And Others
The Utilization of Supportive Personnel in Speech Correction in the Public Schools: A Pilot Project.
EDRS not available
ASHA; V12 N12 P599-604 Dec 1970

Descriptors: exceptional child research; speech handicaps, nonprofessional personnel; speech therapists; administrator attitudes; program evaluation; project applications

A pilot project on the use of aides to assist speech clinicians in public schools is reviewed. The training program, activities performed by aides and evaluation of the aides are described. Conclusions drawn by the speech clinicians and school administration are outlined. (CD)

ABSTRACT 31073

EC 03 1073 ED N.A.
Publ. Date May 69 4p.
Hanson, Fred M.
Aides for the Trainable Mentally Retarded.
EDRS not available
CTA Journal; P23-6 May 1969

Descriptors: exceptional child education; trainable mentally handicapped; handicapped children; teacher aides; junior colleges; educational needs; educational programs; mentally handicapped; Elementary and Secondary Education Act Title VI

Described is a project in California, funded under ESEA Title VI-A, for training paraprofessional personnel to assist special education teachers. Involved in the program are Cerritos Junior College and the State Department of Education. A Project objective is the development and evaluation of a curriculum for special education aides. Services which an aide can render in a class for the trainable mentally retarded are outlined, and the value of the aides emphasized. (KW)

ABSTRACT 31151

EC 03 1151 ED N.A.
Publ. Date 70 41p.
Bramley, V. Lucille And Others
A Road to Main Street.
Colorado State Home And Training School, Wheat Ridge
EDRS not available
Director, Colorado State Home And Training School, Wheat Ridge, Colorado 80033.

Descriptors: mentally handicapped; institutional personnel; institutionalized (persons); guidelines; volunteers; institutes (training programs)

Guidelines for volunteer groups and employees within an institutional setting for the mentally handicapped are presented. Activities of daily living, functional areas of participation, guardianship, safety, quiet time and recreation are discussed. The job of assisting the resident in reaching his highest potential is stressed. (CD)

ABSTRACT 31240

EC 03 1240 ED 046 156
Publ. Date 69 390p.
Jacobs, Angeline Marchese And Others
Critical Behaviors in the Care of the Mentally Retarded. Volume II: Behavior of Attendants.
EDRS not available
American Institutes For Research, 135 North Bellefield Avenue, Pittsburgh, Pennsylvania 15213 ($5.50).

Descriptors: exceptional child services; mentally handicapped; residential care; attendants; behavior; institutional personnel; nonprofessional personnel; behavior patterns; institutions

The book contains abstracts of more than 8,000 critical behaviors of attendants in caring for the mentally retarded in an institutional setting. Reports of actual observations of behaviors are the source of the descriptive abstracts. Within each of 15 categories, behaviors are divided according to those which are highly effective or highly ineffective. A companion source book concerns the behaviors of nurses in a similar setting (see EC 031 239). (KW)

ABSTRACT 31293

EC 03 1293 ED N.A.
Publ. Date 70 7p.
Saunders, Bruce T.; Pappanikou, A. J.
Minnesota Multiphasic Personality Inventory Sub-Scale Indices of Effective Child-Care Personnel.
EDRS not available
Devereux Schools Forum; V6 N1 P19-25 Fall 1970

Descriptors: exceptional child research; emotionally disturbed; personnel selection; personnel evaluation; personality assessment; child care occupations; nonprofessional personnel; screening tests; behavior change; psychological evaluation; Minnesota Multiphasic Personality Inventory

The study concerned the use of psychometric techniques in the selection and screening of child care personnel for residential treatment facilities. To determine whether child care workers whose children show behavioral improvement can be psychometrically differentiated from those whose children do not show behavioral improvement, 22 camp counselors, ages 18-33 years, of emotionally disturbed children were administered the Minnesota Multiphasic Personality Inventory, Form R (MMPI). Also employed were the Devereux Child Behavior Rating Scale and informal Staff and Children's Rating Scales used to rate the staff at the end of the camping session. Staff and campers rated the staff similar-

ly, and staff ratings and behavioral improvement were not significantly correlated (minus .005). However, two of the MMPI subscales, Interest and Hypochondriasis Scales, differentiated between workers in whose children improvement was not observed. The two subscales were negatively correlated (minus .550 and minus .517 respectively) with behavior ratings. (KW)

ABSTRACT 31368

EC 03 1368 ED N.A.
Publ. Date Feb 71 7p.
Guess, Doug And Others
The Role of Nonprofessional Persons in Teaching Language Skills to Mentally Retarded Children.

EDRS not available
Exceptional Children; V37 N6 P447-53 Feb 1971

Descriptors: exceptional child research; trainable mentally handicapped; nonprofessional personnel; language instruction; institutionalized (persons); small group instruction

The study reviews a 2 year research project in which two former psychiatric aides were trained to serve as language developmentalists for small groups of institutionalized severely retarded children. Forty children participating in the program were compared with a matched control group on variables of IQ, language age, and social quotient. Children attending language classes met daily for approximately one hour. They were taught from the Peabody Language Development Kits and a series of lessons developed during the project. Results showed significantly greater language scores made by the language training group. IQ score increases were equivocal, but again favored those children attending language classes. (Author)

ABSTRACT 31561

EC 03 1561 ED N.A.
Publ. Date Dec 70 7p.
Dingman, Harvey F. And Others
Institutional Wisdom as Expressed Through Folklore.
EDRS not available
Mental Retardation; V8 N6 P2-8 Dec 1970

Descriptors: exceptional child research; institutional environment; attitudes; institutionalized (persons); language styles; attendants; mentally handicapped

A survey of public institutions for retarded was conducted to obtain knowledge of institutional folklore as expressed in cliches or old sayings. A total of 495 items received permitted classification into 23 inductively and deductively established categories. A hierarchy of concerns of institutional workers was derived from this analysis and cliches were discussed in relation to their geodistributions, origins, and potential value to researchers and to employee training programs. This excursion into institutional folklore indicated certain attitudinal sets and suggested facets of folkwisdom that may be worthy targets for research. (Author)

ABSTRACT 31633

EC 03 1633 ED N.A.
Publ. Date 67 121p.
Improving Teaching Skills for Working with the Mentally Retarded.
Greater Hartford Assocation For Retarded Children, Inc., Connecticut
Connecticut State Department Of Health, Hartford, Office Of Mental Retardation
EDRS not available
Greater Hartford Assocation For Retarded Children, Inc., 200 Retreat Avenue, Hartford, Connecticut 06102.

Descriptors: exceptional child education; mentally handicapped; day care programs; nonprofessional personnel; class activities; program development; professional personnel; multiply handicapped; institutes (training programs); community services

Presented are the proceedings of an inservice training program for parprofessional staff in day care programs for the mentally retarded in Connecticut, which consisted of 10 weekly lecture sessions. The program was designed to provide an orientation to the nature and needs of the retarded, and to improve and increase the instructional skills of the day care nonprofessional staff. Phase 1 of the Institute provided a general orientation to mental retardation. The content of Phase 2, contained in the document, concentrated upon activities and materials for program development. The presentations by various professionals cover early childhood development, day care for the retarded, social skills, language and arithmetical development, speech and hearing handicaps, music and rhythmic activities, arts and crafts, physical and recreational activities, crippling and health handicaps, emotionally disturbed children, the role of various disciplines in day care, and utilization of community services. (KW)

ABSTRACT 31782

EC 03 1782 ED 048 678
Publ. Date Jan 71 28p.
Scoggins, Roy T., Jr. and Others
Recorded Procedures of Instruction, the Sub-Professional and Effective Educational Therapy.
Coastal Center, Ladson, South Carolina
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; tape recordings; nonprofessional personnel; teaching methods; mentally handicapped

Described is the concept of using taped instruction for programs administered by subprofessionals to groups of severely and profoundly retarded children as a highly feasible means of increasing the scope of effective teaching. It is suggested that tapes prepared by professionals can be used in various settings by persons without special training in working with children, such as in Head Start groups, in classroom activities with aides or volunteers, or at home with parents to supplement or reinforce professional prescriptions for learning. Appended is a detailed daily schedule for one group of retarded children with whom such taped instruction was used. (KW)

ABSTRACT 31839

EC 03 1839 ED N. A.
Publ. Date Apr 71 5p.
Fitch, Michael J. and Others
Concerns of Some Semiprofessionals Working in Professionally Directed Programs.
EDRS not available
Exceptional Children; V37 N8 P587-91 Apr 1971

Descriptors: nonprofessional personnel; adjustment problems; self concept; interpersonal relationship

The article acquaints those interested in programs utilizing semiprofessionals with some of the problems as viewed by semiprofessionals. These problems cluster around three main areas: conflicts resulting from changes in self concepts, suspicion toward middle class supervisors, and problems with new careers. The source of these data was sensitivity training for semiprofessionals being prepared for a new program designed to screen children for deviations in development, hearing, vision, and articulation. (Author)

ABSTRACT 31855

EC 03 1855 ED N.A.
Publ. Date 70 91p.
Symposium on Residential Care for the Mentally Retarded.
International League of Societies for the Mentally Handicapped, Brussels, Belgium
EDRS not available
International League of Societies for the Mentally Handicapped, Rue Forestiere, 1050 Bruxelles, Belgium ($2.00).
Proceedings of the Symposium on Residential Care for The Mentally Retarded (Frankfurt, Germany, September 15-18, 1969).

Descriptors: mentally handicapped; residential care; institutionalized (persons); institutional administration; institutional environment; parent role; volunteers; trend analysis; conference reports

The document contains the working papers from the Symposium on Residential Care for the Mentally Retarded (Frankfurt, Germany, Sept. 15-18, 1969). Papers deal with the administration and management of institutions, the architect's contribution to the environmental needs of the retarded, and the involvement and participation of parents and volunteers. Also discussed are how to arrange the relation between institutions and day care centers for the mentally retarded, how to structure the institutional environment of the resident to meet the basic functions the environment must fulfill, current issues in residential care with special reference to the problems of institutional care, and the quality of life for institutionalized persons. (KW)

ABSTRACT 31918

EC 03 1918 ED 047 484
Publ. Date Aug 70 326p.
Cook, John J.; Blessing, Kenneth R.

Class Size and Teacher Aides as Factors in the Achievement of the Educable Mentally Retarded. Final Report.
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-3-6-062620-1879
BR-6-2620

Descriptors: exceptional child research; educable mentally handicapped; class size; teacher aides; student behavior; mentally handicapped; behavior rating scales; teacher attitudes; primary grades; intermediate grades

The purpose of the study was to determine the effects of class size and the use of teacher aides on pupil behavior and teacher behavior in educable mentally handicapped classes at the primary and intermediate grade levels. In the course of the study 20 classes remained constant and 18 aides were employed throughout the project. Effects on pupil behavior were determined by contrasting the educational and linguistic achievement and social behaviors in the several instructional arrangements. Researchers concluded that the maior impact of the aides alone appeared to be a reduction in undesirable behavior in the classroom and an enhancement of the spelling achievement; class size alone had an effect on arithmetic and classroom behavior, with the standard classes gaining more in math and manifesting less negative behavior than the increased classes. It was generally felt that the most pronounced effects of the study appeared in the primary classes and suggested to the researchers that administrative strategies other than aides and class size should be developed to enhance the behavioral, linguistic functioning of intermediate educable mentally handicapped pupils. (CD)

ABSTRACT 32031

EC 03 2031 ED N.A.
Publ. Date Mar 71 8p.

Holbrook, Dorothy
A Small-Town Tutorial Project.
EDRS not available
Educational Forum; V35 N3 P295-302 Mar 1971

Descriptors: school community relationship; tutoring; college students; program descriptions; program effectiveness; teacher aides; educational opportunities

A tutorial project conducted in a small college town is described. Planning, organization, and participation on the part of the students and their sponsors are detailed, and reactions on the part of the schools, children and parents are examined. The author emphasizes the positive reactions on both the students' and the community's parts to the program. Some of the problems encountered, such as hesitancy on the part of some of the schools and over zealousness of some students, are brought out. The project is followed from inception through its incorporation into the college curricula. (CD)

ABSTRACT 32126

EC 03 2126 ED N.A.
Publ. Date 71 96p.

Cohen, Monroe D., Ed.
Helps for Day Care Workers 1: A Lap to Sit On and Much More.
EDRS not available
Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($2.00).

Descriptors: child care; child care centers; nonprofessionals; early childhood; creative expression; teacher aides

The collection of articles originally published in the journal Childhood Education is intended to assist day care workers in summer, before-and-after school, Saturday morning, and other day care programs. Articles were selected which would provide ideas useful in practical everyday planning in day care programs. The first three articles focus upon the role of aides, both volunteer and employed aides. Seven articles in Part 2 present basic information about the growth and development of children and the variety of cultural and experiential backgrounds which they bring to the program. The nine articles of Part 3, concerning the basics of programing, contain ideas and suggestions for trips, gift-making, music activities, using literature, play, and other creative and learning experiences. (KW)

ABSTRACT 32309

EC 03 2309 ED N.A.
Publ. Date Mar 71 6p.

Gardner, James M.; Giampa, Franklyn L.
The Attendant Behavior Checklist: Measuring On-the-Ward Behavior of Institutional Attendants.
EDRS not available
American Journal of Mental Deficiency; V75 N5 P617-27 Mar 1971

Descriptors: mentally handicapped; institutional personnel; attendants; behavior rating scales; institutions; attendant training; behavior change

The reliability and validity of a time-sampling technique for measuring on-the-ward behavior of attendants in a state institution for the retarded was examined. An 11-category behavior checklist was constructed from previous work by Bensberg and Barnett. It was found that regular attendants behaved differently than behavior modification trainers; however, there were no significant differences between the trainers judged (by their supervisors) to be high or low in overall competence. The relationship between on-the-ward behavior and attitude, knowledge of mental retardation, and ability to apply behavior modification techniques was also examined. It was noted that inservice education produced a more efficient, effective attendant and that behavior of attendant personnel was capable of reliable quantification. (Author)

ABSTRACT 32339

EC 03 2339 ED N.A.
Publ. Date Apr 71 6p.

Lempert, Henrietta
Volunteers as Tutors of Exceptional Children.
EDRS not available
Psychology in the Schools; V8 N2 P129-34 Apr 1971

Descriptors: exceptional child research; learning disabilities; disadvantaged youth; nonprofessional personnel; tutoring; check lists; volunteers; remedial programs; remedial instruction; demonstration projects

A pilot study was conducted to determine the feasibility of establishing a learning clinic for disadvantaged elementary school children staffed by supervised parent volunteers. The total staff was made up of eight people including six volunteers. The stated aim in staff training was for volunteers to learn to adapt tasks to the child's individualized requirements. Nine boys and one girl were selected for the intensive training group after individual screening and group testing of the children. Remedial sessions concentrated on language, fine and gross motor skills, perceptual development, social skills, and reading. Results were felt to indicate positive personality and behavior changes in five of the children. It was felt that the program created a core group of semitrained volunteer personnel available for future tutoring of exceptional children. A sample of the checklist, modified and used to screen the children, is provided in the article. (CD)

ABSTRACT 32373

EC 03 2373 ED 050 530
Publ. Date Apr 71 46p.

A National Mental Retardation Manpower Model.
National Institute on Mental Retardation, Toronto, Ontario, Canada
Canadian Association for the Mentally Retarded, Toronto, Ontario
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; manpower needs; nonprofessional personnel; professional education; curriculum design; professional personnel; models; Canada

The report of the Task Force established by the Canadian National Institute on Mental Retardation concerns a comprehensive planning and organization program for training personnel, especially associate professionals, in the field of mental retardation to provide a more effective utilization of manpower. Summarized are results of surveys of existing training programs available for professional, associate professional, and volunteer personnel, including preschool, home care, residential, and occupational-vocational training programs. A training curriculum for associate professionals at four diploma levels is detailed. Improved methods for utilizing all personnel in the field of mental retardation and allied developmental handicaps are recom-

mended, as is a pattern of implementation indicating the specific roles and responsibilities of local, provincial, and national agencies and institutions. A total of 38 recommendations related to manpower training and utilization are presented. (KW)

ABSTRACT 32377

EC 03 2377 ED 030 534
Publ. Date Sep 70 100p.
Forbes, Donald G.; Raschick, Sally Carey
Walworth County Preschool Program.
Walworth County Special School, Elkhorn, Wisconsin;
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; early childhood education; program descriptions; behavior change; preschool children; intervention; nonprofessional personnel; mentally handicapped; positive reinforcement; Wisconsin

The report describes an academic, compensatory education preschool program for educable mentally retarded children 3-5 years of age. Goals are to teach, through behavior modification techniques, language skills and behavior patterns necessary to succeed in school. Language teaching is based on an adaptation of the Bereiter-Englemann method, and the program makes extensive use of paraprofessionals. Discussed are efforts to foster healthy self-concepts, techniques of behavior modification and the schedule of tangible and social reinforcement, staffing and training procedures, subject matter taught, and the program of home visits to inform parents of the child's progress and encourage them in the use of positive reinforcement management techniques. Evaluation results reported show IQ gains of 14-38 points, a 17-month average gain in language over 7 1/2 months, improved behavior and self-concepts, longer attention spans and ability to delay gratification, and gains in academic skills. Appendixes present controlling techniques, the rationale for heavy emphasis on language teaching, examples of subject matter taught and sample lesson plans, forms for reporting on the home instruction program, descriptions of staff job responsibilities, and details of in-service paraprofessional training. (KW)

ABSTRACT 32625

EC 03 2625 ED N.A.
Publ. Date Mar 70 4p.
Learning Disabilities: A Special Arena for Volunteers.
Volunteers in Education, Washington, D. C.
EDRS not available
Volunteers in Education, 7th and D Streets, S. W., Room 4614, Washington, D. C. 20202.

Descriptors: exceptional child education; learning disabilities; reading difficulty; volunteers; tutoring

The article notes that evaluations of volunteer efforts with learning disabled children indicate that trained volunteer tutors, working in a one-to-one relationship, can contribute greatly to improved educational development of such children. Two volunteer tutoring programs (at Maimonides Medical Center, Brooklyn, New York and the Reading Assistance Program in Shreveport, Louisiana), illustrating different but effective approaches to volunteer activities in the field of learning disabilities, are described. Methods of student referral and volunteer training are noted. It is concluded that similar effective volunteers can do much to alleviate the present shortage of persons trained to instruct the failing reader. (KW)

ABSTRACT 32677

EC 03 2677 ED N.A.
Publ. Date Jun 71 3p.
Volunteer Workshop Provides Some Insight.
EDRS not available
ICRH Newsletter; V5 N4 P1, 3-4 Jun 1971

Descriptors: exceptional child services; handicapped children; volunteers; agency role

The problem of getting and keeping volunteers was examined by representatives of public and private agencies from the point of view of the volunteer. Questions and suggested answers concerning why people do or do not volunteer, who is involved, their motivation, and who needs their services are set forth. The problems that can be caused by volunteers are explored along with suggested solutions. (RJ)

ABSTRACT 32725

EC 03 2725 ED N.A.
Publ. Date 69 595p.
Guerney, Bernard G., Jr., Ed.
Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($11.00).

Descriptors: exceptional child education; emotionally disturbed; mental health; nonprofessional personnel; parent role; teacher role; psychotherapy; program descriptions

Remedial methods and procedures based on the strategy of using nonprofessionals as therapeutic agents in meeting mental health needs are detailed. Historical developments and factual considerations which underlie the strategy are presented. Emphasis is given throughout the book to programs designed to handle mental health problems of children. The readings cover topical areas dealing with mental health needs and new directions; selection, roles and methods in training nonprofessionals; varieties of programs using nonprofessionals; peers, teachers, and parents as therapeutic agents; and research on the use of nonprofessionals. Selections have been drawn from journals as well as from papers presented at scientific and professional meetings. (CD)

ABSTRACT 32788

EC 03 2788 ED N.A.
Publ. Date 70 69p.
Volunteers Who Produce Books: Braille-Large Type-Tape.
Library of Congress, Washington, D. C., Division For the Blind and Physically Handicapped
EDRS not available
Division for the Blind and Physically Handicapped, Library of Congress, Washington, D. C. 20542.

Descriptors: exceptional child services; visually handicapped; directories; tape recordings; talking books; braille; sensory aids; volunteers; large type materials

The names of volunteer groups and some individuals who transcribe books and other materials for blind and physically handiapped persons are listed in the directory alphabetically by state. Each entry has an assigned number which corresponds to services and specialities found in the index. Services include braille transcribing, large-type printing, tape recording, duplication, and binding; specialities are music, math, and languages. Separate sections list state special education consultants and proofreaders certified by the Library of Congress. Copyright problems and the origin of braille are also discussed. (RJ)

ABSTRACT 33040

EC 03 3040 ED N.A.
Publ. Date Aug 71 4p.
Balow, Bruce
Teachers for the Handicapped.
EDRS not available
Compact; V5 N4 P43-6 Aug 1971

Descriptors: exceptional child education; handicapped children; teacher supply and demand; nonprofessional personnel; federal aid; grants; financial support; manpower needs; special education teachers

Lack of highly skilled teachers and related educational personnel for teaching the handicapped is examined. In view of the U.S. Commissioner of Education's expressed national committment to assure adequate education for all handicapped children by 1980, a recent survey finds that less than half of the U.S. school districts now provide specialized programs for handicapped children. It is pointed out that in order to fulfill the national committment, 300,000 additional teachers of the handicapped are needed immediately. Although special education needs are shown to increase faster than federal monies, representative results of grant programing by the Bureau of Education for the Handicapped are mentioned as evidence that advances are being made in improving quality of teachers, in using more efficient and more effective training models, and in reaching handicapped persons not served previously. The abs-

ence of coordinated planning between state education agencies and institutions of higher education is cited as a reason for the existing lack of sufficient special education teachers. It is also pointed out that limited attention goes to manpower preparation for the most seriously handicapped children. Potential manpower sources are suggested and finally, special support services for handicapped children in regular classrooms are thought to be more beneficial in the long run than traditional segregated classes. (CB)

ABSTRACT 33061

EC 03 3061 ED N.A.
Publ. Date 71 6p.
Cowen, Emory L. and Others
Utilization of a Nonprofessional Child-Aide School Mental Health Program.
EDRS not available
Journal of School Psychology; V9 N2 P131-6 1971

Descriptors: exceptional child services; emotionally disturbed; adjustment problems; primary grades; mental health; nonprofessional personnel; program descriptions

Fifty-five women were given focused, time-limited training for work as child-aides with ineffectively functioning primary grade school children. During the first 3-month program period, aides saw 329 children, 9% of the primary grade enrollment of the participating schools, for more than 7,500 contacts. The paper considered differential patterns of program utilization and the overall potential of the helping model for bringing needed services to otherwise unreached, maladapting school children. (Author)

ABSTRACT 33073

EC 03 3073 ED N.A.
Publ. Date 71 23p.
A Program for the Training of Paraprofessionals.
Woods Schools, Langhorne, Pennsylvania
EDRS not available
Woods Schools, Langhorne, Pennsylvania 19047.

Descriptors: adult education; program descriptions; nonprofessional personnel; curriculum; interinstitutional cooperation

Briefly described is the Woods-Bucks Training Program, co-sponsored by Pennsylvania's private residential school, the Woods Schools, and a junior college, Bucks County Community College, a 42-week course in the training of paraprofessionals as nurse's aides, teacher aides, child care workers, and recreation aides in the mental health field. Of the original group of 15, eight trainees successfully completed the course. The program's 30-hour work week consists of 4 hours of academic instruction and 26 hours of practicum. Trainees are paid a monthly stipend. Examined briefly are program organization, publicity, recruitment, orientation, evaluation, curriculum, and the three phases of training. (CB)

ABSTRACT 33138

EC 03 3138 ED N.A.
Publ. Date Aug 71 5p.
Sternlicht, Manny and Others
Evaluation of a Remotivation Program with Institutionalized Mentally Retarded Youngsters.
EDRS not available
Training School Bulletin; V68 N2 P82-6 Aug 1971

Descriptors: exceptional child research; custodial mentally handicapped; attendants; motivation techniques; attitudes; mentally handicapped

The purpose of the study was to evaluate the effectiveness of a remotivation program with institutionalized profoundly and severely mentally retarded children and to ascertain the effects upon the motivator-attendants. The remotivation technique is a structured simple group interaction designed to promote meaningful patient interchanges with adults, peers, and environment. Subjects were 24 retarded children (IQ 6-30) and three attendants. Each motivator-attendant met with a subgroup of the children for a 1/2 hour session three times a week for 3 months. Attendants used various props to interest the children in the objective world and stimulate them with attentional contacts stressed. Children were evaluated by a pre, post, and monthly administered battery of psychological and behavioral tests and techniques. Attendants were administered a questionnaire before and after the program. Results indicated that the remotivation program was most effective in motivating the students to become more sociable, more alert, and more responsive to environmental surroundings. Changes in basic personality structure or verbal development were not evidenced. Attitudes of motivator-attendants were positive and morale improvement was attained. (Author/KW)

ABSTRACT 33148

EC 03 3148 ED N.A.
Publ. Date 71 1p.
Recreation: Special Teens Project.
EDRS not available
Exceptional Parent; V1 N2 P27 Aug-Sep 1971

Descriptors: exceptional child services; handicapped children; recreational programs; student volunteers; adolescents; volunteers

Briefly described is Special Teens Project (STP) in Levittown, Pennsylvania, a volunteer organization designed to serve physically and mentally handicapped teenagers. Social, recreational, and athletic activities are carried out by volunteer teenagers who have been trained via workshops in pertinent areas. The volunteers interact with and befriend the special teens, providing examples of behavior to imitate and motivate. The low-cost program is dependent upon personal contributions of interested citizens. In particular, some activities for wheelchair-bound teens are mentioned. (KW)

ABSTRACT 33151

EC 03 3151 ED N.A.
Publ. Date Aug 71 3p.
Overbeck, Dan
Attitude Sampling of Institutional Charge Attendant Personnel: Cues for Intervention.
EDRS not available
Mental Retardation; V9 N4 P8-10 Aug 1971

Descriptors: exceptional child research; mentally handicapped; attendants; attitudes; institutional personnel; institutionalized (persons)

The Efron and Efron Scale of Attitudes toward the Mentally Retarded was administered to 41 Charge Attendants of a large southwestern state residential facility for the mentally retarded, together with a brief questionnaire regarding demographic variables. Of the six factors tapped by the Scale, three significant intercorrelations were discovered: Authoritarianism and Segregation via Institutionalization, Segregation via Institutionalization and Cultural Impoverishment, and Sex of the Respondent and Noncondemnatory Etiology. Implications for the development of intervention stratagems were discussed in relation to the reduction of the resistance of staff personnel to developmentally-oriented residential programs. (Author)

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